PALMETTO PRIORITY SCHOOLS
Year One Report

February 2009

SC EDUCATION OVERSIGHT COMMITTEE

PO Box 11867 | 227 Blatt Building | Columbia SC 29211 | WWW.SCEOC.ORG

Table of Contents

Executive Summary

Sixteen schools are included in the Palmetto Priority Schools project due to their failure to make expected progress as defined in the State Board of Education regulations. The project was developed as an alternative to a state takeover for the group of schools that share several general challenges: a high poverty population, excessively high leader and teacher turnover rates, and a history of underachievement in the school, and consequently, the community.

State Superintendent Jim Rex chose to implement a collaboration strategy as an intervention to serve the schools. The collaborative model combines four strategies that are applied in a manner to address differing needs within each of the sixteen schools. These four strategies are: collaboration, leadership mentoring, a dropout prevention initiative, and teacher recruitment.

Three levels of collaboration are engaged to draw upon both the values and experiences of all involved to improve student performance in the Palmetto Priority Schools. The first level of collaboration encompasses SCDE agency and inter-agency collaboration. The second level consists of collaboration with the SCDE—OSP and PPS districts and their partners, and thus the interactions are between and among school leaders, district administrators, and district board of trustee chairpersons, who meet to participate in discussions about barriers and improvement strategies within the schools. The third level of collaboration includes an affiliation between the sixteen schools and other at-risk schools, and the teams that lead them to give members an opportunity to meet with peers who share similar responsibilities and to learn from one another. The sixteen schools and their counterparts participate in discussions about barriers that are common to all at-risk schools and brain-storm about methods for dealing with them.

The second component of the Palmetto Priority Schools collaborative model is leadership mentoring. The mentors, referred to as liaisons, have been assigned to principals in each of the Palmetto Priority Schools. Responsibilities for these liaisons include: meeting with the school principal on a regular basis; working to improve the quality of administrative and performance data and working with the school principal to use those data in decision-making; facilitating school access to other SCDE support resources; and identifying flexibility needed from regulations and facilitating that relief.

The third component of the Palmetto Priority Schools collaborative model is for each school to have access to a STAR Academy Drop-out Prevention Initiative. The Star Academy initiative is patterned after a successful program first implemented in Pickens County, South Carolina, and is funded by a grant from the South Carolina Student Loan Corporation.

The fourth component of the Palmetto Priority Schools collaborative model is teacher recruitment. This effort has a dual challenge of increasing the number and quality of teachers in schools and retaining them. Over the year and a half that the SCDE—OSP has been in existence, the staff has organized and provided a range of recruitment services to the PPS schools and districts. To effectively utilize resources, teacher recruitment efforts have been coordinated in conjunction with other state agencies such as the Center for Educator Recruitment, Retention and Advancement (CERRA); Office of Teacher Certification; and the Teachers Placement Group. Because the SCDE—OSP does not have the authority to hire or place teachers, the most aggressive recruitment strategies to find qualified teachers may not yield the desired outcome of having them placed to work in the Palmetto Priority Schools.

School climate was examined in this Year One Report as an initial starting point to examine factors associated with school performance and determine those that are important in turning a school from one that is low-performing to high-performing. School climate has been shown to be one of the most important aspects of an effective school since it involves teacher interactions with students, other teachers, parents, school administrators, and the principal. School climate also encompasses the professional development of teachers, teacher morale, and teacher's sense of efficacy in the classroom, and is closely connected to avenues that are most successful in turning a school around and increasing student performance.

The expected change in performance for the Palmetto Priority Schools is that within five academic years:

1. At least 75 percent of students in each school will score Basic on state standards-based assessments;
2. At least 50 percent of eighth graders will score Proficient on state standards-based assessments;
3. At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time; and
4. Each school will achieve an absolute performance index of an average of 3.3 or higher on a 5.0 scale.

Year One of the evaluation focuses on school climate, and as such, provides an opportunity to ascertain how effective the four-component collaborative model is in changing the academic performance of students in the Palmetto Priority Schools, and to determine if teacher perceptions of teacher-teacher, teacher-student, and student-student interactions have significant effects on student performance. Focusing on school climate also will provide insight as to what has been the overall impact of the collaborative model for changing school performance in the immediate and across time.

In Year One, the evaluation utilizes a 12- dimension school climate survey to assess personnel perceptions of school climate. The survey is administered to personnel during the spring 2008, and the data are analyzed with report card indicators and performance assessments. The resulting data included a total of 659 surveys that were analyzed by middle (n=311) and high (n=348) schools.

Systematic differences are found between school climate dimensions in middle and high school. These differences were for physical surroundings, leadership, professional development, and social support of students. In addition, strong associations are found between the school climate dimensions and a variety of school profile indices, and the associations differ in middle versus high school.

In the Palmetto Priority Middle Schools, the report card profile indicators that are significantly correlated with school climate dimensions include the number of teaching staff, teacher attendance rate, number of professional development days/teacher, and student retention in grade. The Palmetto Priority High School report card profile indicators that are associated with school climate dimensions are prime instructional time between teachers and students, percent expenditures for teacher salaries, teacher attendance rate, and student disabilities other than speech.

Another important finding of the evaluation is that the four-component SCDE collaborative model has been implemented, but more data are needed to ascertain how effective the model

has been for significantly affecting student performance. One area that needs more attention is the Star Academy Drop-Out Prevention Initiative. With the exception of Whitlock Junior High who chose not to participate in the initiative, all schools have access to a Star Academy. However, it is not clear whether the schools are taking advantage of the opportunity. Moreover, the Star Academy has its own evaluation assessment, so future efforts will be coordinated with the SCDE—OSP and the stakeholder to obtain data to determine if the Initiative has been effective in attenuating the drop-out rate of students within the Palmetto Priority Schools.

Finally, to establish the foundation for subsequent reports, it is important to review student achievement data in relation to the expectations outlined to address change in their performance. The first expectation is that at least 75 percent of students in each school will score Basic on state standards-based assessments, and the second is that at least 50 percent of eighth graders will score Proficient on state standards-based assessments. A review of the 2008 PACT results shows the following:

- 55.8% of 6th graders at Johnson Middle School scored Basic in ELA, and 57.6% of 7th graders scored Basic in Math;
- 66.7% of 7th graders at Mt. Pleasant Middle School scored Basic in Math;
- 51% of 8th graders at Whitlock scored Basic in Math; and
- 52.1% of Burke students scored Basic on the HSAP.

These results show that some of the schools in the PPS project are making progress toward the five-year expectations, but student achievement needs to increase substantially for the schools to meet the expectations as outlined for student performance. More data are needed to address the last two expectations, which are: in five-years, 1) At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time; and 2) Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.

Introduction

In the late 1990s South Carolina and the nation became increasingly aware of the inextricable link between school and student performance and the economic well-being of the state and nation. Reacting to results from a series of international assessments and the shift of manufacturing and other industries to other nations with lower costs and fewer regulations, the National Governor's Association convened a summit on educational accountability. South Carolina and her sister states committed to instituting education reform initiatives to increase the general level of student achievement and to focus the educational system on the knowledge and skills necessary for success in a global economy. Through the work of the Performance and Accountability Standards for Schools (PASS) Commission and the actions of the General Assembly, the Education Accountability Act of 1998 was crafted and enacted. As stated in the preamble (§59-18-100, SC Code of Laws as amended),

> "the General Assembly found that South Carolinians have a commitment to public education and a conviction that high expectations for all students are vital components for improving academic achievement. It is the purpose of the General Assembly in this chapter to establish a performance based accountability system for public education which focuses on improving teaching and learning so that students are equipped with a strong academic foundation. Accountability, as defined by this chapter, means acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community."

Throughout the development and passage of the Education Accountability Act of 1998 (EAA), the core purposes were defined. These purposes, codified in statute (§59-18-110, SC Code of Laws as amended) provide that the system is to

> (1) use academic achievement standards to push schools and students toward higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards, and targeted assistance;
> (2) provide an annual report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other

performance to parents and the public;

(3) require all districts to establish local accountability systems to stimulate quality teaching and learning practices and target assistance to low performing schools;

(4) provide resources to strengthen the process of teaching and learning in the classroom to improve student performance and reduce gaps in performance;

(5) support professional development as integral to improvement and to the actual work of teachers and school staff; and

(6) expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and the effectiveness of academic improvement efforts.

The EAA legislated that South Carolina and her schools adopt a standards-based reform strategy. The reform included the five components described briefly below:

Standards: The knowledge and skills expected of students are defined for the four core academic content areas (math, English language arts, science and social studies) for each grade from kindergarten through eighth and for the relevant high school credit courses. The content standards are approved after validation that they are consistent with national and international academic expectations. These standards are the foundation for the related actions and reforms;

Assessments: Student acquisition of knowledge and skills is to be determined through a series of assessments in the core academic content areas. These assessments include grade level assessments administered to students in grades 3-8; a high school assessment program in English language arts and mathematics and end-of-course assessments in each of the core academic areas for high school credit courses;

Professional Development and Technical Assistance: The EAA moves South Carolina forward through investments in the professional capacity of its educators. By implementing national standards for professional development programs, funding expansion of educator facility with the content standards and providing significant support to schools in which large numbers of students are failing to meet grade level expectations, policymakers anticipate changes in results. Technical assistance to schools is triggered by the performance ratings;

Public Reporting: The move to accountability in South Carolina and in the nation requires increasing the level of information about how educational resources are

expended and the results that are achieved from those resources. Most states revised traditional accreditation and school profile reports to include performance data. The performance data are accompanied by value judgments regarding the performance. South Carolina chose to report two values: a statement of how the school is performing relative to annual expectations and a statement of how the school is performing when individual student growth is examined from one year to the next.

Rewards and Interventions: The final component of most accountability systems incorporates actions at the extreme ends of the performance distribution. South Carolina modified its 1984 School Incentive Reward System to the Palmetto Gold and Silver Awards. Originally a combination of absolute and improvement performance, amendments to the EAA in 2008 provide for an additional award structure to recognize schools for closing the achievement gap. The other extreme, which is school performance that is both unacceptably low and resistant to change, is addressed through the responsibilities of the State Superintendent and the Governor. In these circumstances the constitutional officers have a responsibility to act through providing additional technical assistance, management of the school or assumption of complete responsibility of the school.

The state has invested heavily in the EAA related initiatives, particularly in assessment and technical assistance. Data presented in Figure 1 detail the financial investments over time. *Please Note:* The dollar sign ($) has been deleted from grand total due to formatting. A listing of technical assistance funds for each Palmetto Priority School is presented in Appendix 1.

Figure 1

Financial Investments in Technical Assistance Funding

EAA ITEM	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09
Technical Assistance										81,102,688	76,380,078
Teacher/Principal Specialist	1,455,239	5,206,698	10,469,189	19,602,447	33,862,589	32,365,839	33,977,962	17,366,575	27,071,733		
Alternative Tech Assistance								4,000,000	700,000		
Alternative Technical Assistance								4,000,000	700,000		
Principal Leaders								1,275,240	2,079,105		
Below Average Schools								10,810,000	10,810,000		
Homework Centers	500,000	500,000	500,000	2,178,000	3,616,376	3,616,376	6,953,864	6,810,000	10,586,000		
External Review	0	0	0	4,000,000	5,466,872	5,466,872	1,466,872	586,800	699,010	1,372,000	1,292,108
Retraining Grants	750,000	750,000	750,000	4,875,000	9,265,645	9,265,645	7,460,500	5,565,000	6,144,000		
Principal Mentors	100,000	100,000	100,000	100,000	81,000	58,722	33,135	33,135	33,135		
Assessment	11,968,300	15,502,187	17,822,206	19,017,955	15,984,382	14,720,311	16,940,171	16,940,171	19,820,171	24,491,688	22,290,943
Formative Assessments										3,950,000	4,950,000
Summer Sch/Comp Remediation	0	10,000,000	18,000,000	21,000,000	21,000,000	21,000,000	21,000,000	31,000,000	31,000,000	31,000,000	29,514,247
Summer School Transportation			4,400,000	4,400,000	4,124,000	4,124,000	4,000,000	4,000,000	4,000,000	4,000,000	4,000,000
Modified School Year/Day	250,000	250,000	250,000	250,000							
Alternative Schools				15,600,289	10,976,277	10,976,277	10,976,277	10,976,277	10,976,277	11,688,777	11,008,140
Principals Executive Institute		1,000,000	1,000,000	1,000,000	949,466	949,466	906,370	906,370	906,370	906,370	853,592
Prof Development on Standards	0	1,000,000	7,000,000	7,000,000	6,646,260	6,646,260	6,204,060	4,413,485	4,413,485	7,000,000	6,592,390
Palmetto Gold and Silver Awards	0	0	0	2,000,000	1,000,000	2,000,000	2,000,000	3,000,000	3,000,000	3,000,000	2,825,310
Report Card/SASI	0	0	0	868,000	868,000	1,018,000	971,793	971,793	971,793	971,793	915,205
Data Collection							2,048,925	1,049,375	1,548,450	1,638,450	1,543,043

Unique Student Identifier							488,000	891,370	1,158,155	1,328,040	1,250,708
EOC	596,000	1,119,339	1,119,339	1,119,339	1,062,774	1,062,774	1,214,538	1,214,538	1,214,538	1,761,370	1,658,805
EOC Public Relations				250,000	237,366	237,366	226,592	226,592	226,592	226,592	213,398
SCDE Personal Service **		104,000	674,690	$674,690	647,702	647,702	1,600,000	1,600,000	1,600,000	2,140,024	
SCDE Other Operating **			1,125,000	1,125,000	678,535	565,174	388,862	388,862	388,862	273,675	3,580,078
TOTAL EAA:	15,619,539	35,532,224	63,210,424	105,060,720	116,467,244	114,720,784	118,857,921	124,025,583	139,347,676	176,851,467	168,868,045
OTHER SUPPORTING PROGRAMS											
Reduce Class Size	19,608,761	37,220,049	38,552,245	35,491,067	35,491,067	35,491,067	35,047,429	35,047,429	35,047,429	35,047,429	33,006,617
EOC Family Involvement				50,000	47,473	47,473	45,318	45,318	45,318	45,318	42,679
K-5 Reading, Math, Science and Social Studies Grants					32,000,000	40,000,000	46,500,000	46,500,000	46,500,000	47,614,527	47,614,527
6-8 Reading, Math, Science and Social Studies Grants							2,000,000	2,000,000	2,000,000	2,000,000	2,000,000
High School Reading								500,000	1,000,000	2,650,000	1,000,000
Young Adult Education								1,600,000	3,200,000	4,800,000	4,706,832
Public Choice Innovation Schools										2,560,000	0
TOTAL OTHER:	$19,608,761	$37,220,049	$38,552,245	$35,541,067	$67,538,540	$75,538,540	$83,592,747	$85,692,747	$87,792,747	$94,717,274	$88,370,655
GRAND TOTAL:	**35,228,300**	**72,752,273**	**101,762,669**	**140,601,787**	**184,005,784**	**190,259,324**	**202,450,668**	**209,718,330**	**227,140,423**	**271,568,741**	**257,238,700**

* Includes all recurring and nonrecurring General Fund, Education Improvement Act (EIA) and Lottery revenues. ** Does not include an estimated $6,300,000 in federal funds for assessment.

*** Based upon initial projections made by the South Carolina Department of Education. The agency has not yet allocated the operating costs between personal service and other operating expenses for Fiscal Year 2008-09. A proviso allows the agency to expend up to 5% of appropriations for technical assistance on administration.

Approaches to technical assistance have changed over the ten years since the EAA was enacted. Initially the state borrowed from the Kentucky Distinguished Educator model to develop a teacher specialists and principal specialist's strategy. The South Carolina model proved to be difficult to implement. The structure called for five or six on site personnel at each school in technical assistance status. There simply were insufficient numbers of qualified educators willing to change into these assignments. After several years policy makers determined that a technical assistance structure in which local educators assumed greater responsibility for designing and implementing the change strategy was more consistent with the prevailing educational research on change. Therefore, the technical assistance structure approach has been modified to allow for a guaranteed three-year allocation of funds and implementation of improvement strategies developed at the school, approved by both the local and the State Board of Education and assisted through a liaison structure from the South Carolina Department of Education.

Palmetto Priority Schools Project

Designation

With the publication of the 2006 school ratings, sixteen schools rated Unsatisfactory were identified as failing to make expected progress as defined in the State Board of Education regulations. These schools include the following:

Allendale County
Allendale Middle School
Charleston County Schools
Brentwood Middle School
Burke /Middle High School
North Charleston High School
Stall High School
Florence County School District Four
Johnson Middle School
Hampton County School District Two
Estill Middle School
Estill High School
Jasper County Schools
Ridgeland Middle School
Lee County
Mt. Pleasant Middle School
Richland County School District One
Alcorn Middle School
Eau Claire High School
Gibbes Middle School
CA Johnson High School
WA Perry Middle School
Spartanburg County School District Seven
Whitlock Junior High

The two criteria that must be met to demonstrate expected progress include: 1) attain a minimum absolute value of 1.8, and 2) increase the school's absolute index .3 of a point over a three-year period or improve the absolute rating at least one level.

When a school does not make expected progress, the State Superintendent is responsible for

determining if the school requires additional technical assistance or if the state should assume management of the school. Dr. Rex has broad authority to address the performance of the school through §59-18-1520, SC Code of Laws as amended, which reads:

> If the recommendations approved by the state board, the district's plan, or the school's revised plan is not satisfactorily implemented by the school rated unsatisfactory and its school district according to the time line developed by the State Board of Education or if student academic performance has not met expected progress, the principal, district superintendent, and members of the board of trustees must appear before the State Board of Education to outline the reasons why a state of emergency should not be declared in the school. The state superintendent, after consulting with the external review committee and with the approval of the State Board of Education, shall be granted the authority to take any of the following actions:
>
> (1) furnish continuing advice and technical assistance in implementing the recommendations of the State Board of Education;
>
> (2) declare a state of emergency in the school and replace the school's principal; or
>
> (3) declare a state of emergency in the school and assume management of the school.

Recognizing that low-performing schools experience vast challenges, Dr. Rex convened an advisory group [i.e., Review of Academic Achievement Committee (RAAC)] to meet with school and district leaders from the sixteen schools to identify some of the challenges, discuss efforts that could be implemented to address them, and to develop a strategic implementation plan that would be effective in bringing about significant change in student academic performance within the schools.

After a thorough examination of the RAAC's recommendations, Dr. Rex opted to create the Palmetto Priority Schools initiative and employ a collaborative model approach with the schools rather than initiate a state-level takeover. The State Board of Education endorsed Dr. Rex's plan, which was based on the premise that the school community needs to work together in concert for real change to occur. Principals in the following three schools were replaced: Ridgeland Middle School in Jasper County, Johnson Middle School in Florence School District Four and Whitlock Junior High in Spartanburg School District Seven.

Profiles of the sixteen schools are provided in Appendix 2. These schools share some general challenges including: a high poverty student population, excessively high leader and teacher turnover rates, and a history of underachievement in the school, and subsequently, the community.

Palmetto Priority Schools Collaborative Model

The Palmetto Priority Schools (PPS) collaborative model, which is aligned with research based practices, has been implemented by personnel at the SCDE—Office of Special Projects (OSP) in conjunction with other education providers and the school and district leadership. The collaborative model is a framework that includes directives to place PPS liaisons in the schools, for the schools to meet collaboratively with each other and SCDE, and for the schools to implement focus school renewal goals. Dr. Rex's intent is to work through general strategies within the framework and to apply them in ways that address the differing needs within each of the sixteen schools. From practice across the first year and a half of the project, the collaborative model combines four strategies: collaboration, leadership mentoring, a drop-out prevention initiative, and teacher recruitment.

1) Collaboration: The collaboration efforts draw upon both the values and experiences of all involved and a general commitment to improve the results in these schools. Three levels of collaboration are evident within the PPS project, and they include interactions that occur among and between SCDE agency representatives, PPS districts and their partners, and other at-risk schools.

First, in regard to the SCDE agency collaboration, the Office of Special Projects (OSP) has held numerous meetings and collaborated with various offices at the SCDE to address the needs of at-risk schools. To assist them in their efforts to provide support to these schools, the SCDE—OSP also has called upon offices such as Innovation; Educator Preparation; Data Management and Analysis; External Review Team (training ERTL); Academic Standards; and Career and Technology Education (Star, MMGW, HSTW).

The second level of collaboration is with SCDE—OSP and PPS districts and their partners. This level of collaboration has required the engagement of PPS school leaders, district administrators and district board of trustee chairpersons, and university partners in meetings held to discuss barriers and improvement strategies within the schools. Challenges in schools are not isolated from those of the school district and/or the community; therefore, remedies for those challenges must be addressed through the system.

Since May 17, 2007, seven statewide meetings have been held under the auspices of the SCDE—OSP. Attendees at these meetings include: principals from the sixteen schools, eight district superintendents, and eight school board chairpersons, as well as approximately 20 college and university partners that provide support to the sixteen schools. During the collaboration meetings, issues that are pertinent to the schools and districts are addressed, and professional development opportunities and research based practices that could lead to optimal student achievement are shared with the attendees. Expert presenters are brought in to lead discussions related to topics of interest for the entire group or subgroups (i.e., principals, school board members, and/or district superintendents).

Establishing effective partnerships with schools, districts, and/or representatives from higher education is a laborious, intensive, on-going process. The PPS project currently has 26 university and agency partners with whom consistent, successful interactions are maintained. Mr. David Rawlinson, the SCDE—OSP director, and his office staff conducted initial visits to all of the partners to extend invitations to become a part of the PPS initiative. The first group meeting with SCDE—OSP staff and the partners was held on September 27, 2007. During this meeting, the attendees participated in in-depth discussions that were held to develop a consensus about how collaborative efforts could be constructed to provide assistance to the PPS schools that would be most effective in terms of enhancing student development and academic performance. Subsequent partnership meetings have been held quarterly during which the Mission, Vision, and Strategic Goals for the PPS initiative have been developed and revised based on feedback from school leaders and concerns of the partners.

The meetings also have provided a forum for the partners to have discussions with the SCDE-OSP staff and the PPS school representatives about the needs of the schools and the availability of services and resources that could be provided to them. As a result of these meetings, an internet based online discussion board was developed through Moodle. The discussion board provides an avenue for the partners to share information on visits and ideas to avoid duplication of efforts within the same PPS school.

In addition, the SCDE—OSP hired an educational consultant from higher education to work with the partnership initiative. This SCDE—OSP staff member's effort helped to 1) maintain contact with the partners through visits, e-mail, and the discussion board; 2) develop a visitation protocol for partners and staff; 3) monitor the Star Academy; and 4) expand partnership participation.

Although some of the partners had developed successful interactions with schools prior to their designation in the PPS project, the SCDE—OSP has enhanced and expanded services that are provided to the schools. Specific examples of successful partnerships developed during the 2007-08 school year include:[1]

- The Governor's School for the Arts provided professional development to teachers at Whitlock Jr. High School and afforded the students an opportunity to participate in an intensive summer program. In addition, the USC—Upstate provided tutoring and mentoring services to Whitlock Junior High, as well as professional development to teachers.
- Francis Marion University assisted Johnson Middle School in offering a science institute for its middle school teachers.
- Southwestern University implemented Project READ for students at Mt. Pleasant Middle School, and professional development activities were provided for the teachers.
- EdVenture assisted Alcorn Middle, Gibbes Middle, and W.A. Perry Middle Schools with professional development for teachers. A summer institute and an after school science program were provided to the students within these schools.
- Columbia College held a public forum with teachers in various PPS schools to conduct a needs assessment.
- The College of Charleston provided services to Burke Middle/High School such as tutors for students after school, an AP Academy, and paired professional content area with professional learning communities.

Specific examples of successful partnerships developed during the 2008-09 school year include:[2]

- Francis Marion University provided training to Johnson Middle School teachers on the use of SMART Boards and document cameras to enhance instruction and increase student engagement.
- The Medical University of South Carolina partnered with R.B. Stall High School to help implement the P.E. 4 Life Program that emphasizes the importance of a healthy lifestyle.
- Brentwood Middle School established collaborative partnerships with businesses, local ministers, and political and community leaders for the first annual "Community Rally," which was a radio broadcasted festive event that provided family members and

[1] The SCDE—OSP staff provided documentation to support the noted partnership initiatives.
[2] The information included in this section was excerpted from the SCDE—OSP 2008 fall newsletter.

community persons with an opportunity to have an evening filled with "information, food, and fun."

- Burke Middle/High School benefited from services provided through the College of Charleston's Center for the Advancement of New Literacies in Middle Grades, wherein a series of professional development sessions were held with teachers to provide an understanding about the connection between new forms of literacy and technological changes and advancements.
- The Townsend Foundation assisted with Alcorn Middle School's literacy initiative by giving free books to students for the school-wide reading initiative to engage them in a structured reading environment, and overseeing training to teachers on how to facilitate interactive reading.
- Partnerships between W.A. Perry Middle School's Aerospace magnet program and both the University of South Carolina and the United States Air Patrol ensure that students have access to innovative aerospace curricula wherein all core subject areas are integrated, including the related arts, to expose students to an engaging educational experience. This program opened its doors at the beginning of the 2008-09 school year with a total of 55 students in 6th, 7th, and 8th grade.

As noted above, the second layer of collaboration also encompasses the SCDE—OSP director and staff visits to the schools, partners, superintendents/district staff, and school board members. The site visits to schools and districts are held to discuss a variety of topics such as professional development activities and school leadership. On-site observations of the PPS liaisons are conducted by the SCDE—OSP staff during visits to the schools. Some of the efforts that have been made by the SCDE—OSP staff across the year and a half that the office has been in existence include[3]:

- In 2007, the SCDE—OSP coordinated state and national teacher recruitment events; conducted numerous visits to districts and schools, and PPS partners; conducted professional development workshops; and maintained on-going communication with the coordinator of international teachers for teacher placement in some of the PPS schools.
- In 2008, the SCDE—OSP staff coordinated and/or participated in recruitment events; conducted numerous visits to districts and schools, and partners such as Edventure, Global Scholars, SMART Technology, CERRA, TAP University, Charleston Southern University, and Benedict College; and conducted professional development workshops.

[3] The efforts reported in this section are based on documents provided to us by the SCDE—OSP staff.

The SCDE—OSP staff coordinated a summer conference that was attended by more than 350 participants; made presentations to the South Carolina Board Association, South Carolina Association of School Administrators, and the SEDL-New Orleans; coordinated and conducted the Reorganization Task Force; and attended study-groups and conferences in Atlanta, Chicago, New Orleans, and Washington that focused on at-risk/turn-around schools.

The third layer of collaboration includes that which occurs with other at-risk schools. For example, representatives from other at-risk schools in the state, along with the ERTLs serving those schools, were invited to attend the 2008 summer conference. This statewide meeting structure provided an opportunity for representatives from other at-risk schools to join their counterparts from the sixteen PPS schools in discussions about barriers that are common to all at-risk schools. These meetings also provided a forum for peers who share similar responsibilities to learn from and participate in workshops that are facilitated by expert presenters.

2) Leadership Mentoring: The second component of the Palmetto Priority Schools collaboration model is leadership mentoring. The mentors, referred to as PPS liaisons, have been assigned to principals in each of the 16 Palmetto Priority Schools. The PPS liaisons conduct as many as six on-site visits per month to each of their assigned schools. They also participate in site visits to various PPS partners around the state.

In addition to providing on-site support throughout the school year, the PPS liaisons assist school staff in developing and verifying the implementation of the Focused School Renewal Plan (FSRP) goals[4]. The liaisons also support the work of the district administrators, principals, and the School Leadership Team in the implementation of the FSRP goals to increase the effectiveness of teacher instruction and evidence-based strategies/practices for student learning and achievement. Additional PPS liaison responsibilities include:

- Meeting with the school principal on a regular basis;
- Working to improve the quality of administrative and performance data and working with the school principal to use those data in decision-making;

[4] The information about the PPS liaisons was excerpted from documents provided by the SCDE—OSP staff. A complete listing of job responsibilities for the PPS liaisons can be obtained from Mr. David Rawlinson, the SCDE—OSP director.

- Facilitating school access to other SCDE support resources; and
- Identifying flexibility needed from regulations and facilitating that relief.

3) Star Academy Drop-out Prevention Initiative: The third component of the Palmetto Priority Schools collaborative model is the designation of schools sites for the Star Academy Drop-out Prevention Initiative. The Star Academy initiative is patterned after a successful program first implemented in Pickens County, and the South Carolina Student Loan Corporation has provided funding to implement the initiative with schools included in the PPS project.

The Pickens County Star Academy Program, housed at the Pickens County School District's John T. Simpson Alternative Center for Education, received the National Dropout Prevention Center's Crystal Star Program Award of Excellence in Dropout Recovery, Intervention and Prevention. The Pickens program was the first of its kind in the country when it opened in 2005 as a public-private partnership. A Star Academy functions as a school-within-a-school and takes students through an accelerated, rigorous course of study that enables them to complete eighth and ninth grade in one school year. Lessons are career-focused and tailored to individual learning styles. Students are able to get extra help and study time, along with "coping skills" for returning to their regular classroom settings. During its three years of operation, the Pickens Star Academy has steadily improved its success rate, advancing 73, 76 and 90 percent of over-age, at risk eighth and ninth-graders to the 10th grade in one year.

With the exception of Whitlock Junior High who chose not to have a Star Academy, all Palmetto Priority Schools have access to one. The Star Academy Drop-Out Prevention Initiative includes an assessment that has been developed by the stakeholder who administers the program within the schools. Therefore, it is beyond the scope of this evaluation to provide an assessment of this program, and as such, we do not have data to show if all schools are currently taking advantage of the program. Future efforts will be coordinated with the SCDE—OSP director and the stakeholder to conduct a closer examination of the initiative and provide data to address whether it has been an effective mechanism for attenuating student drop-out rates. These results will be included in subsequent reports.

Teacher Recruitment: The fourth component of the Palmetto Priority Schools collaborative model is teacher recruitment. Extant research has shown that the challenges involved in recruiting high quality teachers to low-performing schools require a multi-faceted approach to effectively address a complex issue that is a national concern (for a review of recent literature,

see Guarino, Santibanez, & Daly, 2006)[5]. The dual challenge of increasing the number and quality of teachers, as well as retaining them, is especially relevant for schools included in the PPS project, which are located in disadvantaged urban and rural areas. Because of this, even the most aggressive recruitment strategies to find qualified teachers may not yield desired outcomes.

Over the year and a half that the SCDE—OSP has been in existence, the staff has organized and provided a range of recruitment services to the PPS districts. To effectively utilize resources, teacher recruitment efforts have been coordinated with other agencies and school districts within the state. Whenever possible, teacher recruitment initiatives have been coordinated with agencies in other states as well..

During the 2007-08 school year, teacher recruitment job fairs were held in various locations throughout the state of SC such as Traveler's Rest, Fort Mill, Florence, Bluffton, and Columbia. The SCDE—OSP staff attended career fairs in North Carolina including the PACE Recruitment Fair that was held in Charlotte, and the Fort Bragg Recruitment Fair that was held in Fayetteville. In addition to assisting the PPS districts during the annual Teacher Expo, the SCDE—OSP staff partnered with the Center for Educator Recruitment, Retention and Advancement (CERRA) to organize recruitment opportunities at the University of Toledo, Michigan State University, University of Akron, Ohio State University, West Virginia University, and the University of Pittsburg. CERRA also assisted the SCDE—OSP in establishing partnerships with various university career centers and Teachers-Teachers.com to review teacher applicants throughout the year. The SCDE—OSP worked with the Office of Teacher Certification and the Teachers Placement Group to recruit international teachers, and an online job fair was established through Monster Track.

During the 2008-09 academic year, the SCDE—OSP provided the following recruitment services to the PPS districts: weekly advertising and monitoring of school vacancies, and emailing applicant information to schools and districts; and reviewing job applicants from Teachers-Teachers.com and university career centers. A state based recruitment fair was held for PPS districts on the campus of Francis Marion University during the month of April 2008. Finally, a number of teacher recruitment job fairs and expos have tentatively been planned at various times throughout 2009.

The percentages for teacher retention over the last three years are presented in Table 1 for

[5] Guarino, C.M., Santibanez, L., & Daly, G.A (2006). Teacher recruitment and retention: A review of the recent empirical literature. Review of Educational Research, 76 (2), 173-208.

each Palmetto Priority School. A review of these data shows the extent to which teacher turnover is a problem within the schools. However, teacher recruitment is one of a myriad of factors that influence teacher attrition. Others factors include but are not limited to: collegiality between teachers, working conditions, and community influences (e.g., cost of living, safety, and salary). It is important to note that the SCDE—OSP does not have the authority to hire or place teachers in schools. Thus, regardless of how successful their teacher recruitment efforts are, the power to hire and fire teachers rest upon the shoulders of the school districts and their boards.

Table One

Teacher Recruitment and Retention Efforts

Palmetto Priority School	Teachers Returning From Previous Year		
	06-07	**07-08**	**08-09**
Allendale-Fairfax Middle	52.8%	64.0%	71.8%
Brentwood Middle	51.7%	58.0%	65.9%
Johnson Middle	78.8%	78.4%	80.9%
Estill Middle	83.2%	86.2%	77.5%
Ridgeland Middle	77.2%	68.4%	67.4%
Mt. Pleasant Middle	63.8%	49.2%	50.0%
Alcorn Middle	81.6%	79.9%	71.8%
Gibbes Middle	86.0%	84.5%	78.7%
WA Perry Middle	76.7%	71.9%	73.2%
Myles Whitlock Junior High	74.4%	71.3%	65.2%
Burke High	79.9%	82.9%	80.9%
N. Charleston High	77.0%	74.0%	74.3%
RB Stall High	82.8%	76.4%	75.7%
Estill High	80.8%	77.0%	72.1%
CA Johnson High	77.1%	77.2%	78.6%
Eau Claire High	78.2%	71.4%	81.2%

Evaluation Design

The Education Oversight Committee (EOC) agreed to conduct a formative, collaborative evaluation of the Palmetto Priority Schools Intervention. The evaluation consist of an analysis of student and school performance data, examination of school climate as reported by school personnel, students and families, and monitoring the degree to which the elements of the intervention have been implemented. The evaluation is intended both to inform decisions about the Palmetto Priority Schools and to inform state-level policy decisions regarding actions to increase student and school performance generally. The evaluation is *not* intended for use in personnel decisions nor to limit the flexibility of the State Superintendent's ability to address the challenges in the schools.

The evaluation design was approved through meetings with SCDE leadership and by the EOC Committee. The full design is provided in Appendix 3. Generally, the evaluation should answer questions such as (a) was the intervention implemented, and if not, why? (b) did the intervention and/or other actions change the conditions under which teaching and learning occur? and (c) the extent to which there is a change in performance? These questions measure changes in process against expected changes in performance. For purposes of the review, successful change in performance is measured by the expectation that within five academic years, in the Palmetto Priority Schools.

- At least 75 percent of students in each school will score Basic on state standards-based assessments;
- At least 50 percent of eighth graders will score Proficient on state standards-based assessments;
- At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time; and
- Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.

Two data sources are utilized to address the questions noted above. First, a wide range of data is available through on-going SCDE data collections. These data collections include student academic performance data from state standardized tests; student enrollment information and progress toward on-time graduation; school profile data from the annual school and district reports cards, including school expenditure data; and school climate surveys. The second data source is composed of primary data collected from the sixteen schools each spring between 2008 and 2011. These data include school personnel, student and parent responses to school climate surveys. For purposes of the evaluation, the EOC is using the Comprehensive School

Climate Inventory (CSCI). This inventory is a scientifically developed survey based on research and theory, and it defines the factors that contribute to positive climates for student learning. The survey measures dimensions that reveal respondent perceptions of the school climate in terms of teacher-teacher, teacher-student, and student-student interactions. The school climate survey dimensions are shown in Table Two.

Year One Findings

Academic Performance

In order to understand and celebrate progress in the sixteen priority schools, we must examine the historical achievement patterns. Underperformance is not a new phenomenon in these schools; in fact, low performance has persisted for so long that it is considered to be "institutionalized."

A reflection of cumulative academic achievement is found in the annual school and district ratings. These ratings are calculated on criteria outlined in the EAA of 1998, as amended. For middle schools, the absolute ratings are based on student performance on the state standards-based assessments in English Language Arts, Mathematics, Science, and Social Studies, as well as End of Course examinations in high school credit courses. Each content area is weighted equally in determining both the absolute and improvement ratings.

The four criteria that are used to calculate high school absolute and improvement ratings are: first-attempt passage on the High School Assessment Program (HSAP), longitudinal passage on HSAP, student performance on end-of-course assessments, and on-time graduation rate. As noted in the 2007-08 Accountability Manual, longitudinal student-matched data are not available at the high school level; therefore, the Improvement rating calculations are dependent on the performance of student cohorts rather than individual student data.

A four year perspective of the Palmetto Priority Schools' Absolute Ratings and Indices is shown in Table 3 for middle schools and Table 4 for high schools. In order to understand progress fully, the elements that are considered in the calculation of the rating should be examined.

The middle school absolute indices are based on PACT scores for ELA, Math, Science, and Social Studies that are weighted 25% each, and End of Course tests for English 1, Algebra 1, and Physical Science. Since there are no End of Course tests for Social Studies, only PACT Social Studies data are included in the calculations. The improvement index is computed from a mathematical formula that is used to calculate the improvement ratings. According to the 2007-

08 Accountability Manual, the middle school improvement index is “calculated by subtracting the school’s Absolute rating index for the prior year from the Absolute rating index for the year on which the report is based. The result of the calculations is the amount of change in school improvement.

The Absolute and Improvement ratings for high schools are based on a weighted model composed of the passage rates of the Longitudinal Exit Exam (30%) and First-Attempt HSAP (20%), as well as the percentage of students Scoring 70 or Above on End of Course Tests (20%) and the On-Time Graduation Rate (30%). The indices are calculated from a mathematical formula as outlined in the 2007-08 Accountability Manual.

As can be seen in Table 3, the middle schools included in the PPS project have been rated Unsatisfactory from 2004-2007. A review of the improvement ratings shows that schools made some progress across time although it was not enough to effect positive change in the absolute rating. Similarly, the high schools also have been rated Unsatisfactory from 2004-2007. However, as can be seen from the improvement ratings shown in Table 4, much progress has been made across time, but yet the Absolute rating has not changed. The most plausible explanation for this finding is that schools have to increase a tenth of a point each year to make Expected Progress as defined by the EAA, as amended, and consequently, to attain a higher absolute rating. Currently, approximately 50% of the schools in the PPS project are close to meeting the EAA expected progress mandate.

In order for the middle school Absolute ratings to increase, student PACT and End of Course test scores will have to increase. Similarly, for high schools to attain a higher Absolute rating, the percentage of PPS students passing the Longitudinal Exit Exams, those who take HSAP for first time, the percentage of those scoring 70 or above on the End of Course tests, and the graduation rates will have to increase.

Table Two

The 12 Dimensions of School Climate Measured

Dimensions	Major Indicators
Safety	
1 Rules and Norms	Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.
2 Sense of Physical Security	Sense that students and adults feel safe from physical harm in the school.
3 Sense of Social-Emotional Security	Sense that students feel safe from verbal abuse, teasing, and exclusion.
Teaching and Learning	
4 Support for Learning	Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention.
5 Social and Civic Learning	Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.
Interpersonal Relationships	
6 Respect for Diversity	Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
7 Social Support—Adults	Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.
8 Social Support—Students	Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.
Institutional Environment	
9 School Connectedness/Engagement	Positive identification with the school and norms for broad participation in school life for students, staff, and families.
10 Physical Surroundings	Cleanliness, order, and appeal of facilities and adequate resources and materials.
Staff Only	
11 Leadership	Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.
12 Professional Relationships	Positive attitudes and relationships among school staff that support effectively working and learning together.

Table Three

Absolute Ratings and Indices Over Time for Palmetto Priority Middle Schools

School Name	Absolute Ratings & Indices				Improvement Ratings & Indices			
	2004	2005	2006	2007	2004	2005	2006	2007
ALLENDALE-								
FAIRFAX	Unsatisfactory (2.2)	Unsatisfactory (2.1)	Unsatisfactory (2.1)	Unsatisfactory (2.1)	Good (0.1)	Below Average (0)	Below Average (0.0)	Unsatisfactory (-0.1)
BRENTWOOD	Unsatisfactory (1.8)	Unsatisfactory (2.0)	Unsatisfactory (2.0)	Unsatisfactory (1.9)	Unsatisfactory (-0.1)	Unsatisfactory (-0.1)	Unsatisfactory (-0.1)	Unsatisfactory (-0.1)
JOHNSON	Below Average (2.4)	Unsatisfactory (2.1)	Unsatisfactory (2.2)	Unsatisfactory (2.2)	Average (0.2)	Below Average (0)	Below Average (0.0)	Unsatisfactory (-0.1)
ESTILL MIDDLE	Unsatisfactory (2.2)	Unsatisfactory (2.3)	Unsatisfactory (2.1)	Unsatisfactory (2.3)	Good (0.1)	Unsatisfactory (-0.1)	Unsatisfactory (-0.1)	Unsatisfactory (-0.1)
RIDGELAND	Unsatisfactory (2.0)	Unsatisfactory (2.2)	Unsatisfactory (2.1)	Unsatisfactory (2.1)	Unsatisfactory (-0.1)	Unsatisfactory	Unsatisfactory (-0.1)	Unsatisfactory (-0.1)
MT PLEASANT	Unsatisfactory (2.0)	Unsatisfactory (2.1)	Unsatisfactory (2.2)	Unsatisfactory (1.9)	Unsatisfactory (-0.2)	Unsatisfactory (-0.1)	Average (0)	Unsatisfactory (-0.2)
ALCORN	Unsatisfactory (2.2)	Unsatisfactory (2.1)	Unsatisfactory (2.1)	Unsatisfactory (2.1)	Below Average (0)	Below Average (0)	Unsatisfactory (-0.1)	Unsatisfactory (-0.3)
GIBBES	Unsatisfactory (2.2)	Below Average (2.4)	Unsatisfactory (2.3)	Unsatisfactory (2.3)	Below Average (0)	Good (0.1)	Below Average (0)	Below Average (0)
W A PERRY	Unsatisfactory (2.0)	Unsatisfactory (2.2)	Unsatisfactory (2.1)	Unsatisfactory (2.2)	Unsatisfactory (-0.1)	Unsatisfactory (-0.1)	Below Average (0)	Unsatisfactory (-0.2)
WHITLOCK	Unsatisfactory (2.2)	Unsatisfactory (2.1)	Unsatisfactory (2.2)	Unsatisfactory (2.2)	Average (0.1)	Unsatisfactory (-0.1)	Below Average (0)	Unsatisfactory (-0.3)

Table Four

Absolute Ratings and Indices Over Time for Palmetto Priority High Schools

School Name	Absolute Ratings & Indices				Improvement Ratings & Indices			
	2004	2005	2006	2007	2004	2005	2006	2007
BURKE HIGH	Unsatisfactory (1.2)	Unsatisfactory (1.2)	Unsatisfactory (1.4)	Unsatisfactory (1.8)	Average (0.2)	Below Average (0.0)	Average (0.2)	Average (0.2)
NORTH CHARLESTON	Unsatisfactory (2.0)	Unsatisfactory (1.7)	Unsatisfactory (1.4)	Unsatisfactory (1.8)	Excellent (0.4)	Unsatisfactory (-0.3)	Unsatisfactory (-0.3)	Average (0.2)
R B STALL HIGH	Below Average (2.3)	Unsatisfactory (1.4)	Unsatisfactory (1.4)	Unsatisfactory (1.8)	Excellent (0.7)	Unsatisfactory (-0.9)	Below Average (0.0)	Average (0.2)
ESTILL HIGH	Below Average (2.3)	Unsatisfactory (1.4)	Unsatisfactory (1.9)	Unsatisfactory (2.2)	Excellent (0.4)	Unsatisfactory (-0.9)	Excellent (0.5)	Good (0.3)
C A JOHNSON	Unsatisfactory (1.4)	Unsatisfactory (2.3)	Unsatisfactory (1.9)	Unsatisfactory (2.5)	Unsatisfactory (0.4)	Excellent (0.9)	Unsatisfactory (-0.4)	Excellent (0.4)
EAU CLAIRE HIGH	Unsatisfactory (2.0)	Unsatisfactory (1.7)	Unsatisfactory (1.7)	Unsatisfactory (2.3)	Excellent (1.0)	Unsatisfactory (0.0)	Below Average (0.0)	Excellent (0.6)

Additional information about student achievement is presented in the school narratives[1] and the school profiles included in Appendix 2. to provide a more in-depth perspective of each Palmetto Priority School and the factors that influence student academic performance. The school narratives are developed from data included in the 2007-08 Focused School Renewal Plans, report card profile indicators, End of Course tests, and the 2007 and 2008 PACT results. Please note that "other middle schools" and "other high schools" in the school narratives refer to Palmetto Priority Middle Schools and Palmetto Priority High Schools, respectively. The group means of the middle and high school report card profile indicators are presented in Table 5. Also, the comparative data used to describe the schools in the narratives are based on the 2008 report card profile indicators.

The 2007-08 Focused School Renewal Plans were developed by the school administrators and submitted to SCDE in March 2007-08. The SCDE—OSP director and the PPS liaisons assisted the administrators with the task. The purpose of the FSRP was to delineate a detailed plan for increasing student achievement, and as such, included one or more goals. As can be seen in the narratives, many of the schools chose to use MAP scores and other performance data to which the EOC does not have access at this point. Therefore, wherever possible, End of Course tests and 2007 and 2008 PACT results are used to address the respective content areas.

[1] The school narratives are presented after Table 5.

Table Five

Report Card Profile Indicators

Indicators	PPS Middle Schools (n=10)	Min	Max	PPS High Schools (n=6)	Min	Max
Number Students Enrolled	3.3%	129	468	6.8%	420	901
Student Retention in Grade	4.3%	0.8	8.5	15.0%	5.6	21.2
Student Attendance Rate	94.1%	90.4	98.4	89.5%	76.2	95.5
Students with Disabilities other than speech	14.3%	6.7	19.2	16.0%	12.9	22.5
Older than usual for grade	6.8%	1.6	12.1	20.1%	13.6	28.1
Out-of-school suspensions expulsions for violent &/or criminal offenses	8.5%	0	34.9	9.5%	1	20.6
Annual Drop-out Rate	Not Applicable	N/A	N/A	7.20%	1.8	10.1
Number of Teachers	29.80%	11	40	61%	30	80
Teachers with Advanced Degrees	58.8%	43.5	75	57.5%	42.5	73.8
Continuing contract teachers	54.4%	36.4	78.1	57.2%	46.7	69
Classes taught by high qualified teachers	10.7%	0	25.7	10.3%	0.5	28.2
% Teachers with Emergency or Provisional Certificates	21.9%	0	41.4	17.5%	2.8	29.2
Teachers returning from the previous year	70.7%	50	80.9	77.1%	72.1	81.2
Teacher Attendance Rate	94.6%	92.1	98.6	94.4%	93.4	95.3
Average Teacher Salary	$44,400.00	$38,817	$49,745	$43,900.00	$42,066	$46,914
Professional Development Days per Teacher	16.8%	7.8	29.1	12.9%	1.6	22.3
Student-Teacher Ratio	01:15.9	10.8	19.6	01:21.8	16.1	24.9
Prime Instructional Time	86.7%	80.8	91.4	83.6%	81.8	85.9
Dollars spent per student for instruction	$9,201.40	6209	11653	$10,200.00	9312	12123
% of expenditures for teachers salaries	58.0%	49.5	63.5	53.5%	46.8	60.3
Parents attending conferences	91.5%	75.9	100	70.3%	31.6	100

Note: Min= Minimum ; Max= Maximum

Allendale-Fairfax Middle School

Allendale-Fairfax Middle School is a small, rural public middle school located in Allendale County. As the only middle school in the county, it serves 346 students in grades 6-8 and has 25 full-time teachers for whom 31.8% have provisional certificates. In comparison to the other middle schools, Allendale-Fairfax Middle School has the second to the lowest percentage of students with disabilities other than speech (9.3%), and the highest percentage of students older than usual for grade (12.1%).

The 2007-08 Focused School Renewal Plan (FSRP) consisted of three goals:

1) By March 2008 student achievement in the four core areas of E math, social studies, and science will increase the equivalent of 20% points as measured by the Anderson Five quarterly benchmark tests;
2) At least 75% of students will increase their reading level by one grade level as reflected using STAR Reading Test by March 1, 2008; and
3) To improve parental/community involvement by increasing the number of and participation in school sponsored events provided to assist parents and community members in helping students with academic achievement.

The 2007 and 2008 PACT results for the percentage of 6th-8th graders scoring Below Basic are:

	6th graders	7th graders	8th graders
ELA	57.9% to 60%	59.2% to 52.8%	50.5% to 44.2%
Math	48.6% to 63%	45% to 43.5%	62.5% to 59.6%
Science	75.5% to 74.5%	67.4% to 60.2%	81.1% to 81.1%
Social Studies	55.6% to 69.4%	79.8% to 79.6%	62.7% to 64.7%

As can be seen from these results, from 2007-08 there were increases in the percentages of 6th and 8th graders scoring Below Basic in science, indicating a decline in 6th and 8th graders' performance in science. There was a decrease in the percentage of 7th graders scoring Below Basic for all core subjects, as well as for 8th graders scoring Below Basic in ELA and math, which is suggestive of an increase in performance for these students.

In addition, Allendale-Fairfax Middle School students showed marked declines in the Algebra 1 End of Course test, decreasing from 94.7% in 2007 to 66.7% in 2008. Similarly, the scores for the English 1 End of Course test declined from 94.1% in 2007 to 82.4% in 2008. These results indicate a decrease in English 1 and Algebra 1 performance across time.

At the beginning of the 2008-09 school year, Allendale-Fairfax Middle School implemented the "I Can Learn" initiative, which is an "innovative, interactive computer aided natural learning system

that delivers standards-based algebra and pre-algebra courses to middle school students." Although teachers are available to assist students, the "I Can Learn" initiative allows them to work independently at computers to view interactive lessons consisting of pre-tests, guided practice, and post-tests. Students must pass the latter for each lesson before proceeding to the next.

Brentwood Middle School

Brentwood Middle School is a small, public middle school located in Charleston Heights, SC that serves 6th-8th grade students. In comparison to the other middle schools, Brentwood Middle School has the highest student enrollment (n=435); the second to the lowest student attendance rate (91.9%) and percentage of students older than usual for grade (11.5%); the highest percentage of out-of-school suspensions or expulsions for violent and/or criminal offenses (34.9%); and the second to the highest student retention in grade (8.3%). Brentwood also has the highest number of full-time teachers (n=39) of whom a larger percentage have advanced degrees (64.1%) and a lower teacher attendance rate (92.1%), in comparison to the other middle schools.

The 2007-08 Focused School Renewal Plan consisted of three goals:

1) 40% of students will show positive growth in Reading as measured by January 08 MAP scores.
2) 40% of students will show positive growth in Math as measured by January 08 MAP scores.
3) Increase the student attendance rate of on site population by 1%.

Using ELA as a proxy for reading, the 2007 and 2008 ELA and math PACT results were examined to address if 6th-8th graders showed positive growth in the two areas.

ELA	**6th graders**	**7TH graders**	**8th graders**
Below Basic	69.3% to 62.8%	73.6% to 52.5%	66.4% to 61.7%
Basic	25.7% to 33.9%	24.5% to 43.6 %	28.2% to 34.4%
Proficient	4% to 3.3%	1.9 % to 4%	5.4% to 3.9%
Advanced	1% to 0%	0% to 0%	0% to 0%

Math	**6th graders**	**7TH graders**	**8th graders**
Below Basic	54.9% to 64.5%	50% to 45.5%	69.8% to 68.8%
Basic	38.2% to 33.1%	47.2% to 46.5%	26.2% to 30.5%
Proficient	6.9% to 1.7%	2.8% to 5%	3.4% to .8%
Advanced	0% to .8%	0% to 3%	.7% to 0%

Results indicate that 6th graders showed positive growth in ELA because of a decrease in the percentage of those scoring Below Basic, the increase in those scoring Basic, but only slight decreases in the percentage of those scoring Proficient and Advanced. Similarly, 7th and 8th

graders' performance in ELA also showed positive growth due to decreases in the percentage of those scoring Below Basic and increases in the percentage of those scoring Basic.

In contrast to the positive growth of 6th graders in ELA, their performance in math decreased because of an increase in the percentage of students scoring Below Basic, decreases in those scoring Basic and Proficient, but only a slight increase in those scoring Advanced. The math performance of 7th graders showed positive growth due to decreases in the percentages of those scoring Below Basic and Basic, and increases in the percentage of students scoring Proficient and Advanced. Eighth graders' performance in math did not show positive growth because the decrease in the percentage of students scoring Below Basic was minimal in comparison to decreases in the percentages of those scoring Proficient and Advanced.

As for student attendance rate, based on the 2008 fact data, there was a slight increase in student attendance rate over time— 91.2% in 2007 to 91.9% in 2008. However, results indicate that this change was less than the projected 1% increase.

During the 2008-09 school year, Brentwood's students will have an opportunity to participate in an Art-Infused Curriculum, Advancement Via Individual Determination, Making Middle Grades Work, Drop Everything and Read, 21st Century Afterschool Program, and the BRIDGE Program for incoming 6th grade students. At the beginning of the school term, Brentwood made a concerted effort to get the community involved in the school by having a "Community Rally," wherein business partners, local ministers, political and community leaders, as well as family members were invited to an evening "filled with information, food, and fun."

Johnson Middle School

Johnson Middle School, which is located in the Pee Dee region of South Carolina, has a student enrollment of 210, and is the only school in the district that serves students in grades 6-8. Less than 1% of the students have out-of-school suspensions or expulsions for violent and/or criminal offenses, and 6.7% are older than usual for grade. Johnson Middle School has 18 full-time teachers, 16.7% of whom have emergency or provisional certificates, 44.4% have advanced degrees, and 80.9% are returning from the previous school year. On average, the number of professional development days per teacher was 21.8 days for 2007-08, in comparison to 13.7 days/teacher for the previous school year.

Johnson Middle School's 2007-08 Focused School Renewal Plan outlined the following goals and strategies to increase student achievement:

1) Fifty percent of students' reading comprehension skills will increase by at least one grade level from September 2007 to Mid-February 2008;
2) By mid-February 2008, 100% of teachers will participate in professional development opportunities in core content areas and reading across the curriculum; and
3) The principal will focus instruction in the school on best practices, data-based decision making, and reading across the curriculum by providing training to 100% of the teachers.

In an effort to address reading comprehension skills, the English 1 End of Course test and 2007 and 2008 PACT results were examined. The results indicated that 100% of Johnson Middle School students scored 70 or above on the English 1 End of Course test. Since there are no comparative 2007 End of Course test data for Johnson Middle School students, the results for students in similar schools were examined to determine how those in Johnson Middle School fared in comparison. The percentage of students in similar schools scoring 70 or above was 85.1%, which suggests that Johnson Middle School students' performance on the English 1 End of Course test is well above that of their counterparts.

The 2007 and 2008 PACT results for 6th-8th graders' ELA performance is:

ELA	**6th graders**	**7TH graders**	**8th graders**
Below Basic	61.1% to 36.5%	60.3% to 53%	44.6% to 59.4%
Basic	30.6% to 55.8%	34.2% to 36.4%	50.8% to 36.2%
Proficient	6.9% to 7.7%	5.5 % to 10.6%	3.1% to 4.3%
Advanced	1.4% to 0%	0% to 0%	1.5% to 0%

As these PACT results show, the ELA performance of 6th graders increased due to a decrease in the percentage of students scoring Below Basic, and increases in the percentages of those scoring Basic and Proficient. The ELA performance of 7th graders also increased as a result of a decrease in the percentage of students scoring Below Basic and increases in those scoring Basic and Proficient. However, the ELA performance of 8th graders declined because of a marked increase in the percentage of those scoring Below Basic and decreases in the percentages of those scoring Basic and Advanced.

At the beginning of the 2008-09 school year, SMART Boards and document calendars were implemented as teacher initiatives to enhance instruction and increase student engagement and achievement. Other programs utilized at Johnson Middle School include: Panther Work-Out (PACT enrichment program) designed to provide enrichment time and incentives for students; and a consultant to direct a school-wide reading initiative to improve reading comprehension.

Estill Middle School

Estill Middle School is a small, rural middle school located in Estill, SC that has an enrollment of 261 students who have an attendance rate of 96.1%, which is the second highest in comparison to the other middle schools. Comparatively, Estill Middle School has the highest percentage of students with disabilities other than speech (19.2%), the lowest percentage of out-of-school suspensions or expulsions for violent and/or criminal offenses (0%), and the lowest student-teacher ratio in core subjects (10.8:1). There are 23 full-time teachers, of whom 43.5% have advanced degrees and 27.8% have emergency or provisional certificates. In addition, the percent of expenditures for teacher salaries is the lowest (49.5%) and the percent of expenditures for instruction (58.8%) is the second to the lowest in comparison to the other middle schools.

The goal of Estill Middle School's 2007-08 Focused School Renewal Plan is that 10% of the students will score at the mastery level of 80% by March 7, 2008, based on the results of the Hampton Two ELA benchmarks. The 2007 and 2008 PACT results noted below are examined to determine if there is an increase in ELA performance for 6th-8th graders.

	6th graders	7TH graders	8th graders
Below Basic	64.9% to 53%	55.3% to 56%	51% to 52.6%
Basic	27.9% to 39.8%	32.9% to 33%	37.3% to 35.5%
Proficient	4.5% to 3.6%	11.8% to 7.7%	11.8% to 9.2%
Advanced	2.7% to 3.6%	0% to 3.3%	0% to 2.6%

As can be seen from these results, Estill Middle School's 6th graders showed an increase in ELA performance because there was a large decline in the percentage of students scoring Below Basic, only a small decline in the percentage of those scoring Advanced, and an increase in the percentage of those scoring Proficient.

The 7th graders did not fare as well in ELA performance. The percentage of students scoring Advanced increased by 3.3%, but there was a larger decrease in the percentage of those scoring Proficient. There also was a small increase in the percentage of students scoring Below Basic.

The three factors that resulted in a decline in 8th graders' ELA performance include: 1) an increase in the percentage of 8th graders scoring Below Basic, 2) only a slight increase in students scoring Advanced, and 3) exactly the same increase in the percentage of students scoring Advanced as the decrease in the percentage of those scoring Proficient.

At the beginning of the 2007-08 school year, Estill Middle School committed to embracing the "Professional Learning Community Philosophy," which means that staff and administrators agreed to unite as a community to commit to an outcome of academic success. As such, the staff works collaboratively to improve classroom practice in an effort to influence student performance.

Ridgeland Middle School

Ridgeland Middle School is a small middle school located in Jasper County, South Carolina that serves students in grades 6-8. In comparison to the other middle schools, it has the highest student enrollment (n=468), student retention in grade (8.5%), student attendance rate (98.4%), and the second highest percentage of student out-of-school suspensions or expulsions for violent and/or criminal offenses (25.4%). As can be seen in Table 5, the means for the Palmetto Priority Middle School report card indicators suggest that the middle schools have more than two times the student enrollment, rate of retention in grade and student attendance, and percentage of student out-of-school suspensions or expulsions for violent and/or criminal offenses than those for Ridgeland Middle School.

In comparison to the other middle schools, Ridgeland Middle School has the highest percentage of classes not taught by highly qualified teachers (25.7%) and teachers with emergency or provisional certificates (41.4%), but yet it only has the 4th highest number of teachers (n=37). Ridgeland Junior High also has the lowest number of professional development days per teacher (n=7.8), the second to the lowest amount of dollars spent per student ($6823), the highest student-teacher ratio in core subjects (1:19.6) and percent of expenditures for instruction (72.9%), and the second highest percentage of prime instructional time (91.1%).

The three areas of needs that were identified in Ridgeland Middle School's 2007-08 Focused School Renewal Plan include:

1) continue to improve student achievement in the core content areas,
2) to provide ongoing job embedded staff development; and
3) to provide incentives to enhance teacher recruitment and retention.

An examination of the 2007 and 2008 PACT results shows that the percentages of Ridgeland Middle School students scoring Below Basic in the core content areas as:

	7th graders	**8th graders**
ELA	62.1% to 57.8%	61% to 59.1%
Math	55.6% to 26.7%	63.8% to 67.7%
Science	71.1% to 60%	74.7% to 67.1%
Social Studies	70.5% to 75.4%	65.6% to 57.3%

As can be seen from these results, the percentage of 7th graders scoring Below Basic decreased in ELA, math, and science, but increased in social studies; and those for 8th graders scoring Below Basic decreased in ELA, science, and social studies, but increased for math. These percentages suggest that the performance of 7th graders increased in ELA, math, and science but declined in social studies; and that of 8th graders increased in ELA, science, and social studies, but a declined in math.

The percent of Ridgeland Middle School students scoring 70 or above on the Algebra 1 End of Course test showed marked increases from 46.9% in 2007 to 88.9% in 2008. There were no comparable data listed for Ridgeland Middle School students scoring 70 or above on the English 1 End of Course test in 2007. However, the percentage of students scoring 70 or above on the 2008 English 1 End of Course test was 50%.

In regard to staff development, the number of days that Ridgeland Middle School teachers spent on professional development was 17 days in 2007 but only 7.8 days in 2008. It is important to note that in the 2007-08 Focused School Renewal Plan the principal stated that one of the common grade-level planning periods was to be devoted to sustained professional development.

The third area of need identified in the Focused School Renewal Plan was to enhance teacher recruitment and retention. Based on the 2008 fact data, the percentage of continuing contract teachers declined from 40% in 2007 to 37.8% in 2008. Similarly, the percentage of teachers returning from previous year decreased slightly from the 68.4% in 2007 to 67.4% in 2008. These numbers indicate that efforts to enhance teacher recruitment and retention have not been actualized.

The beginning of the 08-09 school year ushered in a new era at Ridgeland Junior High to reorganize to the traditional 6-8 middle school concept by implementing a sixth-grade academy along with new school uniform colors. A teacher academy also was held at the beginning of the new school year.

Mt. Pleasant Middle School

Mt. Pleasant Middle School, which has a student enrollment of (n=129), is the only public middle school in rural Lee County, South Carolina that serves students in grades 6th-8th. In comparison to the other middle schools, Mt. Pleasant Middle School has the lowest percentages for rate of retention in grade rate (.9%), disabilities other than speech (6.7%), students older than usual for grade (1.6%), and out-of-school student suspensions or expulsions for violent and/or criminal offenses (0%). As the Palmetto Priority Middle School with the fewest number of teachers (n=11) and the highest number of professional development days per teacher (29.1 days), Mt. Pleasant Middle School has the highest percentage of 1) teachers with advanced degrees (72.7%), 2) teacher attendance rate (98.6%), 3) prime instructional rate (91.4%), and 4) parents attending parent-teacher conferences (100%).

Mt. Pleasant Middle School's 2007-08 Focused School Renewal Plan goals include the following:

1) By March 1, 2008, students reading comprehension scores in grades 6th-8th will improve by 30 Lexile points as measured by SRI;

2) By March 1, 2008, students in grades tested by MAP will demonstrate a 10% increase in their RIT band score and for Math and English a 5% increase in science; and

3) By March 1, 2008, to develop a professional development plan that will facilitate quality classroom instruction that will cause MAP to increase by 5 points, in all content area subjects.

The 2008 End of Course tests and the 2007 and 2008 PACT results for students scoring Below Basic will be examined to determine if Mt. Pleasant Middle School students showed improvement in English, math, and science. The 2007 and 2008 PACT results for 6th-8th graders scoring Below Basic in the three core subjects are:

	6th graders	**7th graders**	**8th graders**
ELA	57.1% to 62.5%	61.1% to 48.9%	81.4% to 71.1%
Math	51% to 62.5%	51.4% to 26.7%	81.4% to 71.1%
Science	80% to 100%	81.1% to 53.3%	71.4% to 88.9%

These results indicate that the performance of 6th graders decreased in ELA, math, and science due to increases in the percentages of students scoring Below Basic in all three subjects. In contrast, the percentage of 7th graders scoring Below Basic decreased

over time in the three subjects, which is indicative of an increase in ELA, math, and science performance.

The results for 8th graders' performance in the three core subject areas were somewhat mixed. The percentages of students scoring Below Basic in ELA and math decreased but those scoring Below Basic in science increased, which suggests an increase in ELA and math performance and a decrease in science performance.

The percentage of Mt. Pleasant Middle School students scoring 70 or above on the Algebra 1 End of Course test decreased from 87.5% in 2007 to 57.1% in 2008. In contrast, there were marked increases in the percentage of students scoring 70 or above on the English 1 End of Course test as it increased from 25% in 2007 to 69.2% in 2008.

At the beginning of the 2008-09 school year, Mt. Pleasant Middle School enhanced several programs to continue their focus on reading, such as Read 180 across content subject areas. In addition, the Star Academy was implemented to enhance the academic performance of those students who have been traditionally challenged in the traditional classroom setting.

Alcorn Middle School

Alcorn Middle School serves 390 students in grades 6-8 who have an attendance rate of 93.3%. In comparison to the other middle schools, Alcorn Middle School has the second highest number of teachers (n=38), 19.4% of whom had provisional certificates for the 2007-08 school year.

The 2007-08 Focused School Renewal Plan consisted of three goals:

1) 60% or more students will increase reading levels by (2) grade levels as measured by the STAR Renaissance Program by March 1, 2008;
2) 60% or more students will increase Math scores in the Larson's Pre-Algebra and Successmaker programs by .15 or better by March 2008; and
3) 30% increased satisfaction with home-school relations and its impact on student achievement will be reflected through students', teachers', and parents' survey results.

In an effort to address the Focused School Renewal Plan goals concerning reading levels and math, the 2007 and 2008 PACT results for ELA and math are examined to determine whether student performance in ELA and math increased for 6th -8th graders.

ELA	**6th graders**	**7TH graders**	**8th graders**
Below Basic	52% to 54.3%	57.5% to 60.4%	55.7% to 50.4%
Basic	40.8% to 40.2%	33.3% to 35.1%	43.5% to 39.8%
Proficient	7.2% to 5.4%	8.3% to 4.5%	.9% to 8.8%
Advanced	0% to 0%	.8% to 0%	0% to .9%

Math	**6th graders**	**7TH graders**	**8th graders**
Below Basic	51.2% to 69.6%	57.1% to 53.6%	69.6% to 63.2%
Basic	37.8% to 23.9%	33.6% to 42.9%	29.6% to 32.5%
Proficient	11% to 4.3%	5% to 2.7%	.9% to 4.4%
Advanced	0% to 2.2%	4.2% to .9%	0% to 0%

The PACT results indicated that 6th graders performance in ELA and math decreased over time. As such, the percentage of 6th graders scoring Below Basic increased, and those scoring Basic and Proficient decreased in both ELA and math. The percentage of 6th graders scoring Advanced in ELA remained the same, and those scoring Advanced in math increased but only slightly.

The percentage of 7th graders scoring Below Basic in ELA increased, but those scoring Below Basic in math decreased. The percentage of 7th graders scoring Basic in ELA and math

increased, and those scoring Proficient and Advanced decreased in ELA and math. Although the slight decrease in the percentage of 7th graders scoring Below Basic in math is an improvement, the decrease in those scoring Proficient and Advanced in math also decreased, which is indicative of a decline in math performance for 7th graders. The same is true for 7th graders' performance in ELA as a result of an increase in the percentage of students scoring Below Basic, and decreases in the percentage of those scoring Proficient and Advanced.

In contrast, 8th graders' performance improved in both ELA and math because there were decreases in the percentages of students scoring Below Basic in both core subjects. This positive growth is also due to increases in the percentages of students scoring Proficient in both ELA and math, and Advanced in ELA.

In regard to satisfaction with home-school relations, the third goal in Alcorn Middle School's Focused School Renewal Plan, increases in teacher (5.3% in 2007 to 23.7% in 2008) and student (71.7% in 2007 to 72.3% in 2008) satisfaction with home-school relations across time are indicative of positive growth for both populations. The 2008 percentage of parent satisfaction with home-school relations was 64.7% but could not be computed for 2007 due to an insufficient number of surveys. Thus, it is impossible to determine if there was positive growth for parent satisfaction with school climate as measured by the SCDE parent survey.

Alcorn Middle School's theme for the 2008-09 school year is "Transitioning from Ordinary to Extraordinary," with an emphasis on two major initiatives. The primary initiative, PREP ME (Preparatory Regalia Encouragement Program Morning Enrichment), is a program offered to students three mornings each week before their first period classes, during which 6th graders use "Success Maker," 7th graders receive tutorials, and 8th graders participate in a four-week rotation for math, ELA, social studies, and science. The second initiative is a Literacy Class offered to all students. Unlike most of the other Palmetto Priority Schools, the only other initiative implemented at Alcorn Middle School is "Positive Behavioral Intervention and Support."

Gibbes Middle School

Gibbes Middle School is a small, urban middle school located in Columbia, SC that has a student enrollment of 380 students in grades 6-8. In comparison to the other middle schools, the students at Gibbes Middle School have the second to the lowest older than usual grade population (3.7%), and the highest percentage of parents attending parent-teacher conferences (100%). Comparatively, Gibbes also has the highest number of teachers (n=40), the highest percentage of teachers with advanced degrees (75%), and the second to lowest percentage of teachers with provisional certificates (6.1%). In addition, the principal at Gibbes has been assigned to the school for the longest length of time (11 years), and it has the second to highest percentage of teachers returning from the previous school year (78.7%) who spend the second to the highest number of days on professional development (24.3), in comparison to the other middle schools.

After conducting an analysis of their data, Gibbes Middle School administrators pinpointed three major areas in need of improvement upon which the Focused School Renewal Plan (07-08) would concentrate to allow them to gain and sustain high student achievement: 1) academic achievement—focused on ELA and math, 2) school climate, and 3) technology.

The 3rd area of need cannot be addressed at this point in evaluation. However, the 2007 and 2008 PACT results and fact data are examined to determine if there is positive growth in the ELA and math performance of 6th-8th graders and/or in their school climate. The PACT results for student performance in ELA and math are:

ELA	**6th graders**	**7TH graders**	**8th graders**
Below Basic	55.7% to 59.5%	57.3% to 51.9%	53.6% to 50.5%
Basic	35.1% to 35.3%	35.9% to 42.5%	39.3% to 44.7%
Proficient	9.3% to 5.2%	6.8% to 5.7%	7.1% to 4.9%
Advanced	0 % to 0%	0% to 0%	0% to 0%

Math	**6th graders**	**7TH graders**	**8th graders**
Below Basic	40% to 56%	51.3% to 46.2%	49.6% to 56.3%
Basic	45.3% to 35.3%	42.7% to 45.3%	46% to 39.8%
Proficient	12.6% to 7.8%	3.4% to 6.6%	4.4% to 2.9%
Advanced	2.1% to .9%	2.6% to 1.9%	0% to 1%

Increases in the percentages of 6th graders scoring Below Basic and Basic, a decrease in those

scoring Proficient, and no change in the 0% of students scoring Advanced are indicative of a decrease in ELA performance over time. Decreases in the percentages of 7th graders scoring Below Basic and Proficient, an increase in the percentage of those scoring Basic, and no change in the 0% scoring Advanced indicate a positive change, albeit slight, in 7th graders' ELA performance. A decrease in the percentage of 8th graders scoring Below Basic, an increase in those scoring Basic, no change in the 0% scoring Advanced, as well as a 2.2% decrease in those scoring Proficient are representative of a trend toward positive growth in 8th graders' ELA performance from 2007-08.

In regard to changes in 6th graders' math performance from 2007-2008, an increase in the percentage of those scoring Below Basic, and decreases in those scoring Basic, Proficient, and Advanced indicate a decline in 6th graders' math performance. A decrease in the percentage of 7th graders scoring Below Basic, increases in those scoring Basic and Proficient, and a slight decrease in those scoring Advanced (less than 1%) are indicative of positive change in math performance over time. In contrast, an increase in the percentage of 8th graders scoring Below Basic, decreases in those scoring Basic and Proficient, and only a slight increase in those scoring Advanced (i.e., 1%) are suggestive of a decrease in math performance across time.

The 2007 and 2008 fact data were utilized to address gains in school climate, which was the second goal of Gibbes Middle School's Focused School Renewal Plan. Results indicate that the percent of teachers satisfied with home-school relations increased from 40.5% to 50%. Across time, there was slight decrease in student satisfaction with home-school relations (81.8% in 2007 to 75.9% in 2008), and a marked decrease in parent satisfaction with home-school relations (76.3% in 2007 to 59.4% in 2008).

At the beginning of the 2008-09 school year, Gibbes Middle School implemented single-gender classes for their middle school students in an effort to attenuate their drop-out rate in high school. Administrators maintained that students are "readily adapting" to the single-gender classes. They expect to see more focused participation and more opened discussions in class, which should enhance student comfort with the environment, and consequently, lessen the tendency for them to stop attending school.

WA Perry Middle School

WA Perry Middle School is an urban middle school located in the Edgewood community of Columbia, South Carolina that serves 308 students in grades 6-8 for whom 17.9% have disabilities other than speech. In comparison to the other middle schools, WA Perry Middle School spends the highest amount of dollars per student ($11653 vs. $9201), and it has the third highest percentage of students older than usual for grade (8.1% vs. 6.8%).

WA Perry's 2007-08 Focused School Renewal Plan consisted of three goals:

1) By March 2008, 75% of students who scored Below Basic on 2007 ELA will score 12 or above in Reading Basics as measured by the SC English Language Arts Buckle Down Form a Test.
2) By March 2008, 75% of students will score 21 or above in Reading Critically as measured by the SC English Language Arts Buckle Down Form a Test.
3) By March 2008, 75% of targeted students will score 9 or above in Algebra as measured by the SC Mathematics Buckle Down Form a Test.

End of course tests for Algebra 1 are utilized to address student performance in math. The 2007 and 2008 PACT results in ELA are examined to determine if student reading performance has increased or decreased across time.

	6th graders	**7TH graders**	**8th graders**
Below Basic	48.3% to 72.4%	56.7% to 52.7%	71.3% to 57.8%
Basic	43.8% to 24.5%	36.7% to 37.8%	25.3% to 37.3%
Proficient	6.7% to 3.1%	6.7% to 9.5%	3.4% to 4.8%
Advanced	1.1% to 0%	0% to 0%	0% to 0%

These results show a marked decrease in the percentages of 6th graders scoring Below Basic and Basic, and a small decrease in those scoring Proficient and Advanced indicating a clear positive change for 6th graders. There is a small decrease in the percentage of 7th graders scoring Below Basic, and a small increase in those scoring Basic and Proficient, which suggests a positive change, albeit not as clear as for 6th graders. The moderate decrease in the percentage of students scoring Below Basic, moderate increase in those scoring Basic, and small increase in those scoring Proficient are indicative of positive change in the ELA performance of 8th graders.

The percent of students scoring 70 or above on the Algebra 1 End of Course test increased from 64.7% in 2007 to 78.9% in 2008. These results are indicative of moderate positive change for student math performance.

The 2008-09 school year began with the opening of the School of Aerospace, which is a school within a school program featuring a scientifically based curriculum that integrates all core subject areas and the arts, with 55 students in grades 6-8. The program is "designed to expose students to a "rigorous, challenging, innovative, and engaging educational experience."

Whitlock Junior High

Whitlock Junior High, an urban middle school located in Spartanburg County in South Carolina, serves 361 students in grades 7-9 who have an attendance rate of 90.4%, which is the lowest of the other middle schools. Comparatively, Whitlock Junior High also has the second highest percentage of students with disabilities other than speech (19%), and the highest percentage of continuing contract teachers (78.1%); lowest percentage of teachers with emergency or provisional certificates (0%) and prime instructional time (80.8%); second lowest percentage of classes not taught by highly qualified teachers (.7%), teachers returning from the previous school year (65.2%), and teacher attendance rate (92.6%); and the third lowest number of professional development days per teacher (11.9 days).

The 2007-08 Focused School Renewal Plan addressed the following goals and strategies in an effort to increase student achievement:

1) By March 2008, 30% of the students in Grades 7, 8, and 9 will show an increase in their academic performance as measured by reading and math RIT scores.
2) Teachers will increase their instructional effectiveness, as made evident by TAP evaluations, resulting in a direct impact on student academic performance as measured by MAP.
3) School climate will improve which will directly impact student academic performance as measured by MAP.
4) Parental and community involvement will increase, which will result in a direct impact on student academic performance as measured by MAP.

The ELA and math PACT performance patterns of 7th and 8th graders will be examined to determine if student performance in reading and math has increased or decreased from 2007 to 2008. These results are:

ELA	**7th graders**	**8TH graders**
Below Basic	68% to 59.8%	52.1% to 53.8%
Basic	25.6% to 31.7%	38.9% to 39.4%
Proficient	6.4% to 8.5%	8.3% to 6.7%
Advanced	0% to 0%	.7% to 0%

Math	**7th graders**	**8TH graders**
Below Basic	48.8% to 39%	53.5% to 46.2%
Basic	42.4% to 45.1%	41% to 51%

Proficient	4.8% to 14.6%	4.9% to 1.9%
Advanced	4.0% to 1.2%	.7% to 1%

These data show mixed results for ELA and math performance for 7th and 8th grade students. For example, the percentages of 7th graders scoring Below Basic, Basic, and Proficient in ELA and math decreased, increased, and increased, respectively, which is suggestive of an increase in ELA and math performance for 7th graders.

In contrast, there was an increase in the percentage of 8th graders scoring Below Basic, and a decrease in those scoring Advanced in ELA. However, there was a decrease in the percentage of 8th graders scoring Below Basic in math. These results are indicative of a decline in 8th graders' performance in ELA and an increase in their performance in math.

In regard to the Focused School Renewal goals to increase parental/community involvement and school climate, the percentage of parents and teachers satisfied with home-school relations decreased from 70% and 67.3% in 2007 to 63% and 41.9% in 2008, respectively. These results suggest that based on the 2007 and 2008 report card fact data parental involvement and school climate decreased rather than increased over time.

The TAP (Teacher Advancement Program) initiative is currently being implemented at Whitlock Junior High to draw and keep more talented people in the teaching profession in an effort to meet the educational needs of the students. The 2008-09 school year began with a leadership team consisting of two assistant principals, a curriculum specialist, and an ELA teacher specialist that meets twice a week to gain knowledge in more effective classroom strategies.

Burke High School

Burke High School is an urban combined middle/high school located in Charleston County, South Carolina that serves 613 students in grades 7-12. In comparison to the other high schools, Burke High School has the lowest student-teacher ratio in core subjects (1: 16.1), the highest dollars/student expenditure ($12,123), and the second lowest percentage of students with disabilities other than speech (13.4%). In addition, students at Burke High School have the highest percentage of out-of-school suspensions or expulsions for violent and/or criminal offenses (20.6%) and annual drop out rate (10.1%), as well as the lowest percentage of parents attending conferences (31.65). Comparatively, teachers at Burke High School have the second highest percentage of those with continuing contracts (63.5%), emergency or provisional certificates (19.1%), returning from previous year (80.9%), teacher attendance rate (95%), and the number of professional development days/teacher (18.4 days/teacher).

The 2007-08 Focused School Renewal Plan consisted of three goals:

1) Increase PACT scores by a total of 30% at each performance level in ELA, science, social studies, and math.
2) High School Exit Exam (HSAP—First Attempt) scores will increase from 55.3% in 2006-2007 to 62.9% in 2007-2008 (an increase of 7.6%).
3) A minimum of 75% of students will score 70 or higher on benchmark assessments in EOC courses.

In regard to goal #1, the 2007 and 2008 PACT results for 7th and 8th graders' ELA, math, science, and social studies performance are:

ELA	**7th graders**	**8TH graders**
Below Basic	65.3% to 45.7%	60.3% to 75.5%
Basic	31.7% to 32.9%	33.8% to 23.4%
Proficient	3.0% to 20%	5.9% to 1.1%
Advanced	0% to 1.4%	0% to 0%

Math	**7th graders**	**8TH graders**
Below Basic	53.5% to 42.9%	69.9% to 75.5%
Basic	44.6% to 44.3%	29.4% to 24.5%
Proficient	2.0% to 11.4%	.7% to 0%
Advanced	0% to 1.4%	0% to 0%

Science	**7th graders**	**8TH graders**

Below Basic	86.1% to 47.8%	65.2% to 83.7%
Basic	13.9% to 40.6%	30.3% to 16.3%
Proficient	0% to 5.8%	4.5% to 0%
Advanced	0% to 5.8%	0% to 0%

Social Studies	**7th graders**	**8TH graders**
Below Basic	89.1% to 47.1%	57.1% to 72.5%
Basic	10.9% to 32.9%	35.7% to 27.5%
Proficient	0% to 7.1%	7.1% to 0%
Advanced	0% to 12.9%	0% to 0%

Based on the data noted above, the percentage of 7th graders increased by 30% for those scoring Proficient and Advanced in ELA, math, science, and social studies; and those scoring Basic in science and social studies. The percentage of 8th graders scoring Below Basic increased by 30% which is not an achievement even though it is noted as such.

The percentage of students passing HSAP—First Attempt decreased from 55.7% in 2007 to 55% in 2008. The goal of a 7.6% increase was not met.

The percentages of students scoring 70 or above on the Algebra 1, English 1, and Physical Science End of Course tests are 43.4%, 40.1%, and 45.8%, respectively. Thus, the goal for a minimum of 75% of students to score 70 or above on EOC tests was not met.

North Charleston High School

North Charleston High School is a small, urban high school located in Charleston, SC that serves 854 students in grades 9-12. In comparison to the other high schools, North Charleston High School's students have the highest percentage of retention (21.2%), disabilities other than speech (22.5%), and those who are older than usual for grade (28.1%). Comparatively, the students at North Charleston High School, who are the second lowest in the percentage of parents attending conferences (54.4%), have the second highest percentage of out-of-school suspensions or expulsions for violent and/or criminal offenses (14.3%), and the second lowest attendance rate (89.5%). North Charleston High School also has the highest number of teachers (n=80); the lowest percentage of teachers with advanced degrees (42.5%) and prime instructional time (81.8%); and the second lowest percentage of teachers returning from the previous year (74.3%), teacher attendance rate (93.6%), and number of professional development days/teacher (6.2 days).

North Charleston High School's 2007-08 Focused School Renewal Plan consisted of three goals:

1) Increase the number of students passing the HSPA-1st Attempt to 53.7%.
2) Approximately 75% of all students who are in their second year of high school will meet NWEA's target growth goals for ELA and math on the winter 2008 administration of MAP.
3) Increase the percentage of Proficient and Advanced items on assignments and assessments as measured through comparison of fall and winter Instructional Reviews.

Only the first goal can be addressed at this stage in the evaluation. The percentage of students passing HSAP-1st Attempt increased from 49.1% in 2007 to 51.9% in 2008.

The percentages of North Charleston High School students scoring 70 or above on the 2007 and 2008 Algebra 1 End of Course tests were 63.1% and 39.9%, and those scoring 70 or above on the 2007 and 2008 English 1 End of Course test were 43.5% and 34.5%, respectively. These results suggest that student performance in Algebra 1 and English 1 decreased across time.

Students scheduled to take a fall semester English course were expected to complete a summer reading assignment in an effort to assist their journey as lifelong learners. Those who did not read a book over the summer were given an alternative reading assignment to complete by the end of September, and all students were assessed on their book selections during the

first week of the 2008-09 term. Per the administration, the book selections were appropriate for student interests and levels of abilities and were consistent with the SC ELA Standards and specific course and unit objectives. Students enrolled in a spring semester English course are supposed to complete the same assignments that will be due on the first day of class following the winter break (January 2009). These assignments were based on the selected readings and included the following:

- Create a character list including a brief description of each;
- Create a list of the important events in the novel explaining their important significance to the overall meaning of the piece; and
- Respond to open-ended questions while making connections to real life situations.

The English department plans to meet in March 2009 to assess the success of the summer reading initiative and determine changes that need to be implemented in the 2009-10 school year.

R.B. Stall High School

R.B. Stall High School is a small, urban high school located in the Charleston County School District that serves students in grades 9-12. In comparison to the other high schools, R.B. Stall High School has the highest student enrollment (n=901); second highest rate of retention in grade (17.5%) and percentage of students older than usual for grade (25.6%); and the lowest student attendance rate (76.2%) and amount of dollars/student expenditures ($9312). In addition, R.B. Stall High School has the highest teacher attendance rate (95.3%); the second highest number of teachers (n=76), student-teacher ratio in core subjects (1:23.8), and percentage of classes not taught by highly qualified teachers (11.5%); and the second lowest percentage of teachers with advanced degrees (46.1%) and emergency or provisional certificates (11.1%).

The following goals were included in 2007-08 Focused School Renewal Plan:

1) Approximately 50% of students taking MAP will meet the Northwestern Education Association's (NWEA) target for yearly growth in all testing areas by the January administration.
2) Improve student achievement, and in so doing, improve the absolute index on the State Report Card to 2.0 by 2008.
3) Increase the percentage of students scoring Proficient and Advanced on HSAP.

The third goal can be addressed at this point in the evaluation. Based on 2007 and 2008 HSAP data, the percentage of students scoring Proficient on HSAP decreased from 24.4% in 2007 to 20% in 2008. There was no change in the percentage of students scoring Advanced on HSAP across time, as it was 8.6% in 2007 and 2008.

At the beginning of the 2008-09 school year, R.B. Stall High School implemented a P.E. 4 Life Program to emphasize the importance of a healthy lifestyle. The Medical University of South Carolina partnered with R. B. Stall High School in this endeavor, establishing a "Lean Team" to work collaboratively between MUSC's Department of Pediatrics, Division of Adolescent Medicine, and the Charleston County school district. Faculty and staff members also participate in the program two days per week for 30 minutes each session. Surveys will be administered to measure the effectiveness of the program. The administrators at R.B. Stall High School expect the physical, emotional, and social benefits of the program to improve overall academic achievement.

Estill High School

Estill High School is a small, rural public high school located in Hampton County, South Carolina that serves students in grades 9-12 who have an attendance rate of 95.5%. In comparison to the other high schools, Estill High School students are the lowest in enrollment (n=420), rate of retention (5.6%), drop-out rate (1.8%), percentage of those older than usual for grade (13.6%), and out-of-school suspensions or expulsions for violent and/or criminal offenses (3.3%). In addition, teachers at Estill High School are lowest in number (n=30), percentage with continuing contracts (46.7%), percentage returning from the previous year (72.1%), and the number of professional development days/teacher (1.6 days); and the second to the lowest in the percentage of classes not taught by those who are highly qualified (2.4%). Estill High School also has the highest percentage of teachers with emergency or provisional certificates (29.2%) and student-teacher ratio in core subjects (1:24.9).

The 2007-08 Focused School Renewal Plan consisted of the following goals:

1. 37.4% of the students taking HSAP for the first time will score 229 in math and 217 in ELA or better on the MAP testing in English and math
2. 42% of the students taking the End-of Course Tests will score 70% or better on the EOC Practice Test

The first goal was developed to address the drop in the percentage of students passing HSAP on the 1st attempt. In 2006, 51% of Estill High School students passed all parts of HSAP on the 1st attempt, but only 37.1% passed in 2007. The passage rate on the 1st attempt increased to 57.7% in 2008.

The second goal was for 42% of the students to score 70% or better on the Practice Test. Thus, it stands to reason that at least 42% of the students would be expected to score the same or better on the actual EOC End of Course Tests. However, only 33.7% of the students scored 70% or better on the End of Course Tests, but this was an increase from the previous year when only 27.5% of the students scored 70% or better.

In July 2008, Estill High School received recognition for being one of the first schools to implement a Star Academy Drop-out Prevention Initiative program. This award was given out at the Palmetto Priority School Conference in July 2008.

The 2008-09 school year at Estill High School began with a commitment to turn their school into a “Professional Learning Community.” As such, the year began with parent night, which the

administrators deemed as successful for the school and the community. Freshman and sophomore exhibitions were held for the month of September, wherein strategies and ideas were shared with parents on how to successfully obtain achievement in preparing their children for the EOC and HSAP tests. Another parent night was held for 9th grade students to ensure that parents and students are aware of the process for end-of-course testing and a graduation plan, as well as the school's policy for attendance and discipline.

C.A. Johnson High School

C.A. Johnson High School is a small, urban public high school located in the Richland County, South Carolina school district that serves students in grades 9-12. In comparison to the other high schools, C.A. Johnson High School has the second to the lowest student enrollment (n=512); second highest percentage of students with disabilities other than speech (17.5%), drop-out rate (9.5%), and dollars/student expenditures ($10,502); and the lowest percentage of student out-of-school suspensions or expulsions for violent and/or criminal offenses (1%). In addition, C.A. Johnson High School has the second lowest number of teachers (n=42) and student-teacher ratio in core subjects (1:20.4); the lowest percentage of teachers with emergency or provisional certificates (2.8%) and teacher attendance rate (93.4%); the highest percentage of teachers with advanced degrees (73.8%) and continuing contracts (69%); and is highest in the number of professional development days/teacher (22.3 days) and parents attending conferences (100%).

The 2007-08 Focused School Renewal Plan consisted of the following goals:

1) By March 1, 2008, 73% of students enrolled in English 1, Algebra 1, US History, and Physical Science will demonstrate at least 70% mastery of course content knowledge as measured by local benchmark exams for these courses;
2) By March 1, 2008, 63% of students enrolled at Johnson as second year high school students will demonstrate mastery of high school curriculum content knowledge in ELA, and math achieving a score of 200 or higher on local benchmark tests for HSAP ELA and math;
3) By March 1, 2008, 90% of actively enrolled seniors will be confirmed as on target to complete graduation requirements no later than August 2008 as indicated by individual student senior audits;
4) The percentage of students who score 70 or above on Richland One's quarterly End-of-Course benchmark tests in English and mathematics will increase by 10% by March 2008; and
5) Second-year students will demonstrate an increase at least one level on Richland County School District One's HSAP diagnostic benchmark tests as measured by the HSAP, from October 2007 to March 2008.

The goals noted above will be addressed to the extent that they can because some of the data are not available. At this point in the evaluation, we do not have access to the data needed to address goals #2, #3, and #5.

As for goal #1, the US History End of Course test was just approved, so we do not have those data. The percentage of students scoring 70 or above on the English 1, Algebra 1, and Physical Science is 33.1%, 67.3%, and 19.4%, respectively, which means that goal #1 was not attained.

In regard to goal #4, the percentage of students scoring 70 or above on English 1 and Algebra 1 End of Course tests did not increase by 10%. There was a decline in the percentage of students scoring 70 or above on the English 1 End of Course test, decreasing from 36.5% in 2007 to 31.1% in 2008. Although the percentage of students scoring 70 or above on the Algebra 1 End of Course test did not decrease from 2007 to 2008, it also did not increase by the projected 10% since it only increased from 64.9% in 2007 to 67.3% in 2008 rather than to 71.3% as needed.

Eau Claire High School

Eau Claire High School is a small, public high school located in Richland County, Columbia that serves students in grades 9-12. In comparison to the other high schools, Eau Claire High School students have the second highest percentage of parents attending conferences (93.9%) and attendance rate (93.1%); lowest percentage of disabilities other than speech (12.9%); and the second lowest retention rate (12.4%), percentage of those who are older than usual for grade (13.9%), drop-out rate (5.6%), and dollars/student expenditures ($9691). In addition, Eau Claire High School has the highest percentage of teachers returning from the previous year (81.2%), as well as prime instructional time (85.9%); the second highest percentage of teachers with advanced degrees (70.3%) and emergency or provisional certificates (25%); the second to the lowest percentage of teachers with continuing contracts (48.4%); and the lowest percentage of classes not taught by highly qualified teachers (.5%).

The 2007-08 Focused School Renewal Plan consisted of three goals:

1) By March 1, 2008, seventy-five percent (75%) or more, of the students required to take the High School Assessment Program (HSAP) for the first time (2nd year in high school) and students completing additional attempts (specifically 9Gr5) will demonstrate mastery of HSAP content areas (ELA and math) scoring 70 or above on school and district generated assessment tool (i.e., benchmarks).
2) By March 1, 2008, 75% or more, of the students enrolled in classes requiring End-of-Course (EOC) examination (i.e., English 1, Algebra 1, Physical Science, and US History) will demonstrate mastery of content scoring 70 or above as measured by teacher, school, and district generated assessment tools (i.e.,. class quizzes, tests, examinations, quarterly grade reports, school and districts EOC benchmarks).
3) By March 1, 2008, 63% or more of the entire 9Gr5 student population will be identified as having completed or are in line to complete the required 24 credits for graduation spring 2008 as indicated by school generated Monthly Graduation Assessment Tool or MGAT.

The first two goals can be addressed at this point in the evaluation using HSAP and End of Course tests. In regard to the first goal, the percentage of students passing the HSAP-1st Attempt increased from 56% in 2007 to 66.8% in 2008. The percentage of students passing HSAP by the spring 2008 was 83.9%, and those who met the district objective for ELA and math HSAP content areas was 64.1% and 55%, respectively. These results indicate that the percentage of 1st Attempt HSAP students did not meet the projected goal but more than 75% of the students did pass HSAP by the spring 2008. In addition, less than 75% of the students met the district's level of mastery for the ELA and math content areas.

As for goal #2, we do not have access to data for the US History End of Course test because it was just approved recently. However, the percentages of students scoring 70 or above on the English 1, Algebra 1, and Physical Science are 39.3%, 38.9%, and 37.7%, respectively. These results suggest that the actual percentages are almost half of what was projected for this goal.

At the beginning of the 2008-09 school year, Eau Claire High School administrators committed to participate in district-wide staff development sessions on assessments and data analyses to better enable them to develop and implement instructional interventions. During these sessions, teachers and administrators are continuously reminded about their responsibilities to help increase student academic achievement and how their responsibilities relate to student performance.

School Climate Studies

School climate is one of the challenges that all of the Palmetto Priority Schools have in common. Data to support this assertion are found in a school climate study that was conducted by Monrad and colleagues (2007)[7] to investigate differences in the school climate ratings in schools with lower- versus higher absolute indices to support that teachers in schools with lower absolute indices are less likely to view teacher and staff morale as positive, and they are more likely to be dissatisfied with home-school relations. In general, teachers in schools that have a lower absolute index are less likely to be satisfied with the social-physical environment.

The Palmetto Priority School evaluation addresses school climate as it relates to school indices, as well as the variables that are used in calculations to determine absolute and improvement ratings.[8] To describe the environment that affects the behavior of school personnel and students, the EOC uses the Comprehensive School Climate Inventory (CSCI) developed by the Center for Social and Emotional Education. A copy of the instrument is found in Appendix 4.

The CSCI is a scientifically developed survey that is based on research and theory. The value of using the survey is that the CSCI has developed comparable versions for personnel, students, and parents, and as such, a community assessment of the school environment can be determined. The school personnel was the only population that was assessed in the spring 2008. The investigation is to expand to include parent and student school climate perceptions in the spring 2009.

School climate can be described as the sum of all perceptions and emotions attached to the school that are held by school personnel, students, parents and the community at large. Climate differs from culture. For example, two schools could each have a culture of high expectations yet one operates in a climate that is paternalistic through the use of highly structured relationships, particular discipline policies, etc. A second school might also exhibit a culture of high expectations yet seek to accomplish those via a "softer" more nurturing climate. Climate essentially sets the tone for all learning and teaching and is predictive of students' ability to learn and develop in healthy ways.

[7] Monrad, D.M., May, J., DiStefano, C., Minfdrilla, D., Rawls & A., Gay, J. (2007). Climate for high achievement: A study of gap-closing schools in South Carolina. [Online]. Available: www.eoc.sc.gov.
[8] These relations will be examined upon SCDE approval to use the ratings.

Between four and ten items from the CSCI are associated with each dimension. Within Appendix 3 is a cross-walk between items and the dimensions. Through assigning values to each response on a Likert-type scale, the CSCI can be used to report median response values for an item, for a dimension and overall response. As is the case with all high quality affective measures, the strongest inferences can be made from the cluster of items analyzed together within each dimension. Although individual item data may be interesting; in fact, some are provocative, interpretations of the data are valid and reliable only at the dimension level. The range is between 1.00 and 5.00. Values below 2.5 are considered negative; those between 2.5 and 3.4 are considered neutral and those above 3.5 are considered positive.

When we examine the sixteen schools as a total group we see the following dimensions considered positive overall: Rules and Norms, Support for Learning, Social and Civic Learning, Social Support-Adults, Social Support-Students, School Connectedness, and Professional Development. Negative across all schools is the Sense of Social-Emotional Security. On eleven of the twelve dimensions as displayed in Figure 2 below high schools earn lower climate scores.

Figure 2

Middle & High Schools Group Median

(Middle: N=10 ; High: N=6)

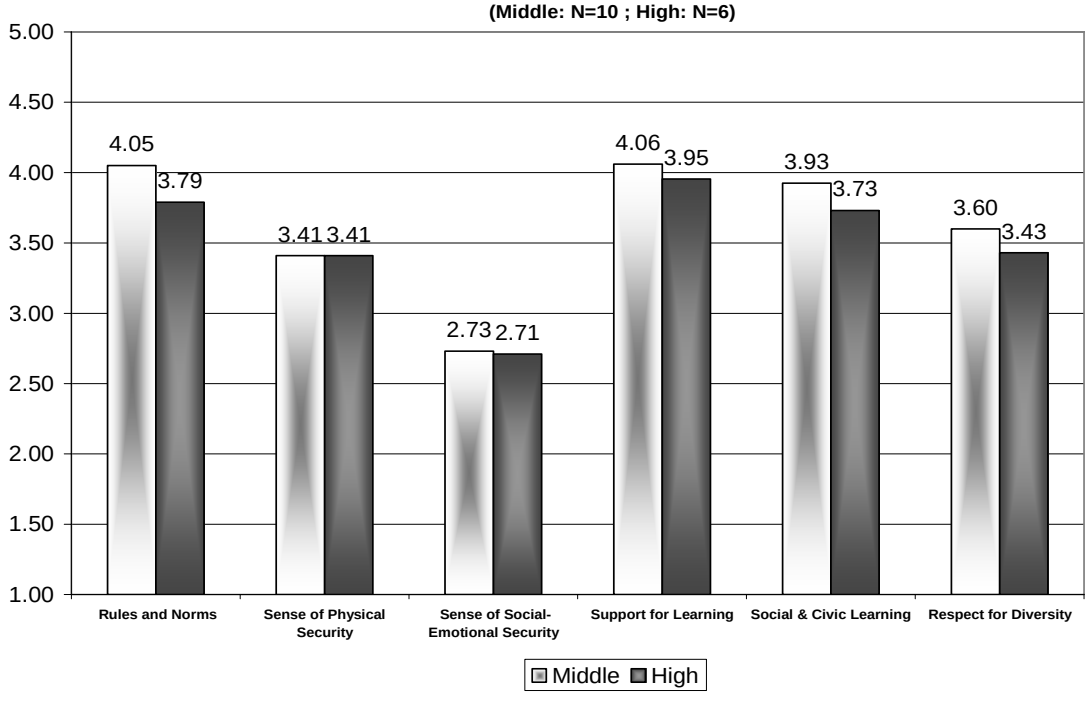
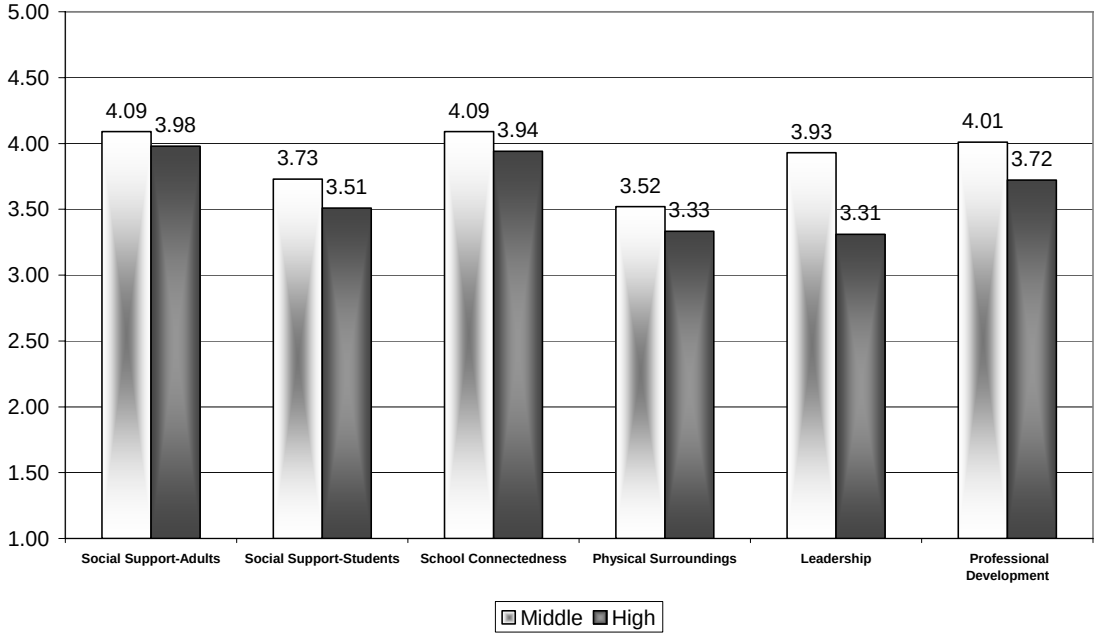


Figure 2

Middle & High Schools Group Median

(Middle: N=10 ; High: N=6)



Throughout the analyses of individual schools and the schools generally, the Sense of Social-Emotional Security stands out as a challenge for the schools. The questions associated with this dimension are the following:

Dimension 3: Sense of Social-Emotional Security

Q8. There are groups of students in the school who exclude others and make them feel bad or not being a part pf the group.

Q14. Most students in this school act in a way that is sensitive to the feelings of other students.

Q27. There are a lot of students in this school who seem to be constantly insulted or made fun of by other students.

Q28.It's commonplace for students to tease and insult one another

Q38. There are a lot of students in this school who verbally threaten other students.

Q57. I have seen students insult, tease, harass or otherwise verbally abuse other students more than once in this school.

Q77. Students at this school will try to stop students from insulting or making fun of other students.

Q87. Most students in this school try to treat other students the way they'd want to be treated.

Q91. Students at this school go out their way to treat other students badly.

Examinations of the school by school response patterns indicate that Leadership, Physical Surroundings and Physical Security are challenges in most of the Palmetto Priority Schools. Items associated with each of those dimension include the following:

Dimension 2: Sense of Physical Security

Q1. I have seen students being physically hurt at school more than once by other students (e.g. pushed, slapped, punched, or beaten up).

Q50. I have seen students physically threatened by staff at this school.

Q103. There are areas of this school where I do not feel physically safe.

Q113. I have been physically threatened at this school by students.

Q114. There are a lot of students in this school who physically threaten other students.

Dimension 10: Physical Surroundings

Q10. This school has up to date computers and other electronic equipment available to students.

Q20. This school building is kept clean.

Q25. This school building is kept in good condition.

Q79. We have space and facilities for extra-curricular activities at this school.

Q100. This school is physically attractive (pleasing architecture, nicely decorated, etc.).

Q117. We need more basic supplies in school (e.g. Books, paper, and chalk).

Dimension 11: Leadership

Q3. The administration at this school communicates openly with teachers and staff.

Q9. Most teachers at this school feel comfortable asking for help from administration

Q21. The administration at this school provides teachers with opportunities to work together collaboratively.

Q59. The administration at this school is supportive of teachers and staff members.

Q61. The work I do at this school is appreciated by the administration.

Q70. The administration at this school is fair in the way they allocate resources.

Q71. The administration at this school involves staff in decisions about the school discipline policy.

Q73. The school involves teachers in planning professional development activities.

Q86. The administration at this school is accessible to teachers and staff.

Q92. The administration at this school effectively communicates a strong and compelling vision for what they want the school to be.

Q97. The administration at this school involves staff in decisions about instruction.

Q108. The administration at this school places a high priority on curriculum and instructional issues.

Associations between School Climate Dimensions and Profile Report Card Indicators

Middle Schools

Pearson correlations are computed between the school climate dimension scores and the 2008 report card profile indicators to examine the strength of the associations between them. Fifteen profile indicators were used in the correlational analyses, but the results are presented only for those that correlate significantly with one or more school climate dimensions: number of teachers, teacher attendance, professional development days for teachers, retention in grade, teacher provisional certificates, classes not taught by highly qualified teachers, percent of expenditures for instruction, and prime instructional time. It is important to note that the small sample size (number of middle and high schools) may have precluded the ability to identify statistically significant associations between the variables. For example, the correlation between teacher attendance and "rules and norms" is r=.57, which extant literature would consider to be a modest correlation (e.g. Pedhazur & Schmelkin, 1991)[9]. However, the results from this evaluation indicate that the p value for the correlation is .09 rather than the acceptable p<.05. All correlations noted below are significant at p<.05.

[9] Pedhazur, E.J. & Schmelkin, L.P (1991). Measurement, design, and analysis: An integrated approach. New Jersey: Lawrence Erlbaum Associates.

In regard to the association between school climate dimensions and the report card profile indicators, results suggest the following about teachers who are in schools with a higher number of teaching staff. They are:

- less likely to enforce rules and norms about physical violence and abuse (r=-72),
- less likely to perceive they are safe from physical violence and abuse (r=-.78),
- less likely to sense that students feel safe from verbal abuse and teasing (r=-.73),
- less likely to use supportive teaching strategies (r=-.71),
- less likely to perceive support for development of social and civic knowledge and skills (r=-.72),
- less likely to perceive mutual respect for individual differences at all levels of the school (r=-.79),
- less likely to feel a pattern of supportive and caring adult relationships for students (r=.-82),
- less likely to perceive a pattern of supportive peer relationships for students (r=.-74),
- less likely to positively identify with school norms for broad participation in school life for students, staff, and families (r=-.65),
- less likely to feel that the administration creates and communicates a clear vision and is accessible to and supportive of school staff (r=-75), and
- less likely perceive positive attitudes and relationships among school staff that support effectively working together (r=-.86).

Teachers in schools where teacher attendance is higher are:

- more likely to perceive they are safe from physical violence and abuse (r=.76),
- more likely to sense that students feel safe from verbal abuse and teasing (r=.73),
- more likely to use supportive teaching strategies (r=.69),
- more likely to perceive mutual respect for individual differences at all levels of the school (r=.72),
- more likely to feel a pattern of supportive and caring adult relationships for students (r=.82),
- more likely to perceive a pattern of supportive peer relationships for students (r=.81),
- more likely to feel that the administration creates and communicates a clear vision and is accessible to and supportive of school staff (r=.64), and
- more likely to perceive positive attitudes and relationships among school staff that support effectively working together (r=.78).

Teacher in schools that have more professional development days per teacher are:

- more likely to feel that students are safe from verbal abuse and teasing (r=.66), and
- more likely to positively identify with school norms for broad participation in school life for students, staff, and families (r=-.62).

Teachers in schools where retention in grade is higher are:

- less likely to feel a pattern of supportive and caring adult relationships for students (r=.-69),
- less likely to perceive a pattern of supportive peer relationships for students (r=-.66),
- less likely to positively identify with school norms for broad participation in school life for students, staff, and families (r=-.65),
- less likely to feel that the administration creates and communicates a clear vision and is accessible to and supportive of school staff (r=-.68), and
- less likely to perceive positive attitudes and relationships among school staff that support effectively working together (r=-.66).

Teachers in schools that have more teachers with provisional certificates are less likely to feel school facilities are clean and that resources are adequate (r=-.64).

High Schools

Pearson correlations are computed between the school climate dimension scores and the 2008 report card profile indicators.

As shown in Table 7, significant associations between high school climate dimensions and report card profile indicators are:

- percent of prime instructional time and “Social and Civic Learning” (r=.93), “Social Support—Students” (r=.93), and “School Connected/Engagement” (r=.98);
- percent expenditures for teacher salaries and “Respect for Diversity” (r=-.94), “Social Support—Students” (r=-.90), and “Physical Surroundings” (r=.88);
- “Sense of Physical Security” and teacher attendance (r=.89)
- “School Connected/Engagement” and disabilities other than speech (r=-.81)

These findings suggest that teachers in schools where prime instructional time is higher are more likely to perceive they are in environments where there is support for the development of social and civic knowledge, skills, and dispositions; and a pattern of supportive peer relationships for students. Teachers in schools where prime instructional time is higher also are

more likely to positively identify with the school and norms for broad participation in school life for students, staff, and families.

In contrast, teachers in schools that spend a higher percentage of funding on teacher salaries are less likely to perceive they are in school environments where there is mutual respect for individual differences and a pattern of supportive peer relationships for students; however, teachers in schools that spend a higher percentage of funding on teacher salaries are more likely to perceive they are in schools that have clean, appealing facilities and adequate resources and materials.

Teachers who have a higher attendance rate are more likely to perceive they are in environments where students and adults feel safe from physical harm. Finally, teachers who positively identify with the school and norms for broad participation in school life for students, staff, and families are more likely to be in schools that have fewer students with disabilities other than speech.

Table Six

Correlations among School Climate Factors and Report Card Fact Variables

Middle Schools

Report Card Fact Variables	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12
Absolute Index	.42	.38	.41	.29	.34	.47	.35	.44	.49	.66*	.55	.50
Student Enrollment	-.78**	-.86**	-.82**	-.82**	-.75*	-.77**	-.84**	-.88**	-.81**	-.34	-.77**	-.83**
Older than Usual Grade	-.40	-.56	-.73*	-.43	-.43	**-.61**	-.40	-.71*	-.45	-.24	-.46	-.44
School Suspensions	-.52	-.52	-.54	-.69*	-.50	-.50	-.63*	-.63*	-.69*	-.35	-.73*	-.59
Retention in grade Rate	-.48	-.53	-.57	**-.61**	-.49	-.51	-.69*	-.66*	-.65*	-.23	-.68*	-.66*
Number of Teachers	-.72*	-.78**	-.73*	-.71*	-.72*	-.79**	-.82**	-.74*	-.65*	-.18	-.75*	-.86**
Teacher Attendance	.57	.76*	.73*	.69*	.61	.72*	.82**	.81**	.52	.07	**.64**	.78*
Provisional Certificates	-.43	-.13	-.18	-.22	-.32	-.27	-.17	-.26	-.45	-.64*	-.32	-.18
Professional Develop	.51	.57	.67*	.42	.55	.51	.55	.66*	.62*	.34	.48	.55

**p<.01; *p<.05

Key for School Climate Factors

F1= Rules and Norms

F2= Sense of Physical Security

F3= Sense of Social Emotional Security

F4= Support for Learning

F5= Social and Civic Learning

F6= Respect for Diversity

F7= Social Support—Adults

F8= Social Support—Students

F9= School Connectedness/Engagement

F10= Physical Surroundings

F11= Leadership

F12= Professional Relationships

Table Seven

Correlations among School Climate Factors and Report Card Fact Variables

High School

Report Card Fact Variables	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10	F11	F12
Absolute Index	.77	.52	.67	.84*	.73	.84*	.35	.82*	.24	.91*	.39	.56
Disabled (other speech)	-.87*	-.91*	-.90*	-.77	-.85*	-.85*	-.73	-.86*	-.56	-.81*	-.27	-.46
Teacher Returning	.29	.14	.70	.49	.75	.21	.41	.71	.80	.61	.70	.54
Teacher Attendance	.56	.89*	.48	.49	.37	.77	.76	.53	.42	.60	.37	.55
Prime Instruction Time	.67	.76	.86	.44	.93	.77	.85	.93	.98*	.68	.38	.43
Teacher Salary Expend.	-.51	-.57	-.45	-.23	-.54	-.76	-.66	-.69	-.21	-.52	-.08	-.35

**p<.01;*p<.05

Key for School Climate Factors

F1= Rules and Norms

F2= Sense of Physical Security

F3= Sense of Social Emotional Security

F4= Support for Learning

F5= Social and Civic Learning

F6= Respect for Diversity

F7= Social Support—Adults

F8= Social Support—Students

F10= Physical Surroundings

F11= Leadership

F12= Professional Relationships

F9=School Connectedness/Engagement

Summary Comments

Generally the evaluation should answer questions such as: (a) Was the intervention implemented, and if not, why? (b) did the intervention and/or other actions change the conditions under which teaching and learning occur? and (c) what is the change in performance? These questions measure changes in process against expected changes in performance. For purposes of the review, successful change in performance is measured by the expectation that within five academic years, in the Palmetto Priority Schools:

- At least 75 percent of students in each school will score Basic on state standards-based assessments;
- At least 50 percent of eighth graders will score Proficient on state standards-based assessments;
- At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time; and
- Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.

First, to address whether the intervention was implemented, we must first review the components of the collaborative model. The first component is collaboration and the first area subsumed under it is SCDE agency collaboration. The SCDE—OSP coordinates efforts with various other offices within the SCDE to address the needs of at-risk schools.

The second level of collaboration is between SCDE—OSP and PPS districts and their partners. Over the year and a half that the SCDE—OSP has been working with the PPS project, they have devoted a considerable amount of resources to this area of the collaboration. They have developed effective partnerships with schools, districts, and/or representatives from higher education. The SCDE—OSP staff has made numerous visits to the PPS schools and districts, and they have afforded the PPS schools and districts the opportunity to participate in and learn from workshops facilitated by expert panelists. In addition, the SCDE—OSP has held meetings to give the PPS schools and districts and the PPS partners a forum to discuss a variety of professional development topics. The SCDE—OSP staff also has worked diligently to develop and expand interactions between the PPS schools and their partners, as well as between the SCDE—OSP and the PPS schools and districts. The third layer of collaboration is that which occurs with other at-risk schools. The SCDE—OSP has held meetings to provide a forum for peers who share similar responsibilities to interact with and learn from each other. The SCDE—OSP also has provided the other at-risk schools the opportunity to participate in workshops

The second component of the collaboration model, leadership mentoring, has been quite

successful in terms of the PPS liaisons working effectively with school and district administrators. They liaisons have provided on-site support to the schools and districts throughout the school year. They assisted school staff in implementing the Focused School Renewal Plan goals, and they supported the work of the district administrators, principals, and the School Leadership Team to enhance the effectiveness of teacher instruction for student learning and achievement.

The third component, the Star Academy Drop-out Prevention Initiative, is one area that needs more attention. With the exception of Whitlock who chose not to have a Star Academy on site, all of the PPS schools have access to a Star Academy. However, it is not clear whether the schools are taking advantage of the opportunity. The Star Academy Initiative has its own evaluation assessment, which has been developed by the stakeholder that administers the program within the schools. Therefore, future efforts need to be coordinated with the stakeholder to obtain data to determine if the Initiative is effective with the schools in the PPS project.

In regard to the fourth component of the collaboration model, Teacher Recruitment, the SCDE—OSP has devoted considerable time and effort to this initiative. However, because the SCDE—OSP does not have the authority to hire teachers, future efforts will need to focus on the most effective mechanism for measuring whether this initiative has been successful in terms of its intended outcome, recruiting teachers to work in schools that are a part of the PPS project.

Finally, to establish the foundation for subsequent reports, it is important to review student achievement data in relation to the questions outlined to address change in their performance. The first question states that at least 75 percent of students in each school will score Basic on state standards-based assessments, and the second states that at least 50 percent of eighth graders will score Proficient on state standards-based assessments. A review of student performance on PACT shows the following:

- 55.8% of 6th graders at Johnson Middle School scored Basic in ELA, and 57.6% of 7th graders scored Basic in Math;
- 66.7% of 7th graders at Mt. Pleasant Middle School scored Basic in Math;
- 51% of 8th graders at Whitlock scored Basic in Math; and
- 52.1% of Burke students scored Basic on the HSAP.

These results show that some of the schools in the PPS project are making progress toward the five-year expectation for student performance, but student achievement needs to increase substantially for the schools to come close to meeting the expectation. It should be noted that South Carolina's expectations for schools are in the top 5% in the nation.

We need to obtain access to more data to address the last two expectations for student performance, which are: in five-years, 1) At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time; and 2) Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.

APPENDICES

Appendix 1

Technical Assistance

Technical Assistance Funds for Palmetto Priority Schools

		2006-07	2007-08	2008-09	TOTAL
		Allocation	Allocation	Allocation *	3-Years
Allendale	Allendale-Fairfax Middle Sch	$475,500	$475,500	$265,000	**$1,216,000**
Charleston	Brentwood Middle School	$600,000	$600,000	$265,000	**$1,465,000**
Charleston	Burke High School	$600,000	$600,000	$280,000	**$1,480,000**
Charleston	North Charleston High Scho	$600,000	$600,000	$280,000	**$1,480,000**
Charleston	R B Stall High School	$600,000	$600,000	$280,000	**$1,480,000**
Florence 4	Johnson Middle School	$303,648	$303,648	$250,000	**$857,296**
Hampton 2	Estill High School	$484,008	$484,008	$265,000	**$1,233,016**
Hampton 2	Estill Middle School	$417,096	$417,096	$250,000	**$1,084,192**
Jasper	Ridgeland Middle School	$600,000	$600,000	$600,000.00	**$1,800,000.00**
Lee	Mt Pleasant Middle School	$465,180	$465,180	$250,000	**$1,180,360**
Richland 1	Alcorn Middle School	$591,708	$591,708	$265,000	**$1,448,416**
Richland 1	C A Johnson High School	$600,000	$600,000	$265,000	**$1,465,000**
Richland 1	Eau Claire High School	$600,000	$600,000	$280,000	**$1,480,000**
Richland 1	Gibbes Middle School	$123,850	$250,000	$265,000	**$638,850**
Richland 1	W A Perry Middle School	$396,480	$396,480	$265,000	**$1,057,960**
Spartanburg	Whitlock Jr High School	$444,168	$444,168	$265,000	**$1,153,336**
TOTAL:		$7,901,638	$8,027,788	$4,590,000	**$20,519,426**

Source: Information provided to the EIA and Improvement Mechanisms Subcommittee of the EOC by the South Carolina Department of Education

* Note: These were allocations prior to any mid-year revenue cuts.

Appendix 2

Palmetto Priority Middle and High School Profiles

Allendale-Fairfax Middle, 2008

3305 Allendale-Fairfax Hwy
Fairfax, SC 29827
(803) 584-3489

School District	Allendale
School Level	Middle School
Grades Offered	6-8 Middle School
County	Allendale

Students & Faculty:	**This School**	**PP Middle School Average**
Total # Students	346 Students	329 Students
Total # Classroom Teachers	25	30 Teachers
Prime Instructional Time	86.3%	86.7%
Older than Usual for Grade	12.1%	6.8
Dollar Spent per Student	$7,957	$9,201
% Expenditures for Instruction	54.4	64.4
% Suspensions or Expulsions	4.9	8.4
Teacher: Student Ratio	1:18	1:16
Provisional Certificates	31.8%	22%
Disabilities Other than Speech	9.3%	14.3%

School Performance: (PACT %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	1	6.7	40.1	52.2
Mathematics	1.1	2.3	36	55.1
Science	4.2	3.8	23.1	68.9
Social Studies	1.4	1.9	23.1	73.6

Middle School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	2.1	2.1	2.1	2.2
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Below Average	Below Average	Good

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Support for Learning	2.6	12.8	84.6
	Social Support-Adult	5.1	17.9	76.9
	School Connect/Engagement	0	23.7	76.3
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	33.3	44.4	22.2
	Sense of Social-Emotional Security	65.8	28.9	5.3
	Leadership	28.6	37.1	34.3

Brentwood Middle, 2008

2685 Leeds Avenue
North Charleston, South Carolina 29405
(843) 745-7094

School District	Charleston
School Level	Middle School
Grades Offered	6-8 Middle School
County	Charleston

Students & Faculty:	**This School**	**PP Middle School Average**
Total # Students	435 Students	329 Students
Total # Classroom Teachers	39	30 Teachers
Prime Instructional Time	82.6%	86.7%
Older than Usual for Grade	11.5%	6.80%
Dollar Spent per Student	$11,413	$9,201
% Expenditures for Instruction	66.8%	64.4%
% Suspensions or Expulsions	34.9%	8.4%
Teacher: Student Ratio	1:14	1:16
Provisional Certificates	22.6%	22%
Disabilities Other than Speech	13.3%	14.3%

School Performance: (PACT %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	0	3.7	36.9	59.4
Mathematics	1.1	2.3	36	60.6
Science	3.1	4.4	15.8	76.8
Social Studies	1.4	5.9	19	73.8

Middle School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	1.9	2.0	2.0	1.8
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Support for Learning	2.6	12.8	84.6
	Social Support-Adult	5.1	17.9	76.9
	School Connect/Engagement	0	23.7	76.3
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	33.3	44.4	22.2
	Sense of Social-Emotional Security	65.8	28.9	5.3
	Leadership	28.6	37.1	34.3

Johnson Middle School 2008

304 Kemper Street
Timmonsville, SC 29161
(843) 346-3956

School District	Florence 4
School Level	Middle School
Grades Offered	6-8 Middle School
County	Allendale

Students & Faculty:	**This School**	**PP Middle School Average**
Total # Students	210 Students	329 Students
Total # Classroom Teachers	18	30 Teachers
Prime Instructional Time	89.5%	86.7%
Older than Usual for Grade	6.7%	6.80%
Dollar Spent per Student	$6,209	$9,201
% Expenditures for Instruction	70.4%	64.4%
% Suspensions or Expulsions	0.5%	8.4%
Teacher: Student Ratio	1:16	1:16
Provisional Certificates	31.8%	22%
Disabilities Other than Speech	16.5%	14.3%

School Performance: (PACT %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	0	7.5	41.7	50.8
Mathematics	4.2	8.5	46.6	40.7
Science	6.4	8	27.2	58.4
Social Studies	3.1	7.7	28.5	60.8

Middle School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Below Average
Absolute Index	**2007**	**2006**	**2005**	**2004**
	2.2	2.2	2.3	2.4
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Below Average	Below Average	Average

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Rules and Norms	0	8.3	91.7
	Social Support-Adult	0	8.3	91.7
	School Connect/Engagement	0	4.2	83.3
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	4.3	34.8	60.9
	Sense of Social-Emotional Security	26.1	52.2	21.7
	Respect for Diversity	0	20.8	79.2

Estill Middle, 2008

555 Thrid Street
Estill, South Carolina 29918
(803) 625-5200

School District	Hampton Cty 02
School Level	Middle School
Grades Offered	6-8 Middle School
County	Hampton

Students & Faculty:	**This School**	**PP Middle School Average**
Total # Students	261 Students	329 Students
Total # Classroom Teachers	23	30 Teachers
Prime Instructional Time	Missing	86.7%
Older than Usual for Grade	7.3%	6.80%
Dollar Spent per Student	$10,050	$9,201
% Expenditures for Instruction	58.8%	64.4%
% Suspensions or Expulsions	0.0%	8.4%
Teacher: Student Ratio	1:11	1:16
Provisional Certificates	27.8%	22%
Disabilities Other than Speech	19.2%	14.3%

School Performance: (PACT %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	3.2	6.8	36	54
Mathematics	3.6	6.8	41.2	48.4
Science	4.7	4.7	30.2	60.4
Social Studies	9.3	14.5	35.5	40.7

Middle School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

Absolute Index	**2007**	**2006**	**2005**	**2004**
	1.9	2.0	2.0	1.8

Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Below Average	Good

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Support for Learning	0	13	87
	Social Support-Adult	0	14.3	85.7
	School Connect/Engagement	0	10.7	89.3

Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	22.2	14.8	63
	Sense of Social-Emotional Security	34.6	46.2	19.2
	Respect for Diversity	3.8	23.1	73.1

Ridgeland Middle, 2008

Post Office Box 250
Ridgeland, South Carolina 29936
(843) 717-1400

School District	Jasper
School Level	Middle School
Grades Offered	5-8 Middle School
County	Jasper

Students & Faculty:	**This School**	**PP Middle School Average**
Total # Students	468 Students	329 Students
Total # Classroom Teachers	37	30 Teachers
Prime Instructional Time	91.1%	86.7%
Older than Usual for Grade	7.5%	6.80%
Dollar Spent per Student	$6,823	$9,201
% Expenditures for Instruction	72.9%	64.4%
% Suspensions or Expulsions	25.4%	8.4%
Teacher: Student Ratio	1:20	1:16
Provisional Certificates	41.4%	22%
Disabilities Other than Speech	13.9%	14.3%

School Performance: (PACT %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	1.1	6.4	33.9	58.6
Mathematics	1.1	3.9	33.6	61.4
Science	4.5	8.5	24	63
Social Studies	2	1.5	28.6	67.9

Middle School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

Absolute Index	**2007**	**2006**	**2005**	**2004**
	2.1	2.1	2.2	2.0

Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Suppport for Learning	3.6	7.1	89.3
	Social Support-Adult	3.2	19.4	77.4
	School Connect/Engagement	3.7	29.6	66.7

Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	24.1	37.9	37.9
	Sense of Social-Emotional Security	45.2	45.2	9.7
	Leadership	17.2	27.6	55.2

Mount Pleasant Middle, 2008

Post Office Box 177 / 3075 Elliott Hwy
Elliott, South Carolina 29046
(803) 428-3610

School District	Lee
School Level	Middle School
Grades Offered	6-8 Middle School
County	Lee

Students & Faculty:	**This School**	**PP Middle School Average**
Total # Students	129 Students	329 Students
Total # Classroom Teachers	11	30 Teachers
Prime Instructional Time	91.4%	86.7%
Older than Usual for Grade	1.6%	6.80%
Dollar Spent per Student	$9,812	$9,201
% Expenditures for Instruction	59.7%	64.4%
% Suspensions or Expulsions	0.0%	8.4%
Teacher: Student Ratio	1:16	1:16
Provisional Certificates	27.3%	22%
Disabilities Other than Speech	6.7%	14.3%

School Performance: (PACT %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	0	10.6	35	54.5
Mathematics	0.8	4.9	42.3	52
Science	1.2	3.7	23.2	72
Social Studies	0	2.3	26.7	70.9

Middle School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Below Average	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	1.9	2.2	2.1	2.0
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Average	Unsatisfactory	Unsatisfactory

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Professional Development	0	0	100
	Social Support-Adult	0	0	100
	Support for Learning	0	0	100
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	0	5.6	94.4
	Sense of Social-Emotional Security	11.1	22.2	66.7
	Physical Surroundings	5.6	44.4	50

Alcorn Middle, 2008

5125 Fairfield Road
Columbia, South Carolina 29203
(803) 735.3439

School District	Richland One
School Level	Middle School
Grades Offered	6-8 Middle School
County	Richland

Students & Faculty:	**This School**	**PP Middle School Average**
Total # Students	390 Students	329 Students
Total # Classroom Teachers	38	30 Teachers
Prime Instructional Time	85.0%	86.7%
Older than Usual for Grade	3.8%	6.8%
Dollar Spent per Student	$9,032	$9,201
% Expenditures for Instruction	66.0%	64.4%
% Suspensions or Expulsions	4.1%	8.4%
Teacher: Student Ratio	1:17	1:16
Provisional Certificates	19.4%	22%
Disabilities Other than Speech	12.3%	14.3%

School Performance: (PACT %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	0.3	6.3	38.3	55.1
Mathematics	0.9	3.8	33.6	61.6
Science	1.9	4.3	28.9	64.9
Social Studies	2.3	4.2	24.5	69

Middle School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	2.1	2.1	2.2	2.2
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Below Average	Below Average

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Support for Learning	3.2	6.5	90.3
	Social Support-Adult	0	17.6	82.4
	School Connect/Engagement	6.1	6.2	87.9
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	33.3	47.2	19.4
	Sense of Social-Emotional Security	61.8	26.5	11.8
	Physical Surroundings	40	37.1	22.9

Gibbes Middle, 2008

3202 Thurmond Street
Columbia, South Carolina 29204
(803) 343-2942

School District	Richland One
School Level	Middle School
Grades Offered	6-8 Middle School
County	Richland

Students & Faculty:	**This School**	**PP Middle School Average**
Total # Students	380 Students	329 Students
Total # Classroom Teachers	40	30 Teachers
Prime Instructional Time	86.1%	86.7%
Older than Usual for Grade	3.7%	6.80%
Dollar Spent per Student	9662	$9,201
% Expenditures for Instruction	67.7%	64.4%
% Suspensions or Expulsions	0.8%	8.4%
Teacher: Student Ratio	1:17	1:16
Provisional Certificates	6.1%	22%
Disabilities Other than Speech	15%	14.3%

School Performance: (PACT %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	0	5.2	40.6	54.2
Mathematics	1.2	5.8	40	52.9
Science	1.8	6.9	33.2	58.1
Social Studies	7.1	6.6	34.9	51.4

Middle School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Below Average	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	2.3	2.3	2.4	2.2
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Below Average	Below Average	Good	Below Average

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Support for Learning	2.9	11.4	85.7
	Social Support-Adult	2.9	11.4	85.7
	School Connect/Engagement	0	11.1	88.9
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	16.7	50	33.3
	Sense of Social-Emotional Security	40	31.4	28.6
	Rules and Norms	14.3	14.3	71.4

WA Perry Middle, 2008

2600 Barhamville Road
Columbia, SC 29204
(803) 256-6347

School District	Richland One
School Level	Middle School
Grades Offered	6-8 Middle School
County	Richland

Students & Faculty:	**This School**	**PP Middle School Average**
Total # Students	308 Students	329 Students
Total # Classroom Teachers	35	30 Teachers
Prime Instructional Time	87.5%	86.7%
Older than Usual for Grade	8.10%	6.80%
Dollar Spent per Student	$11,653	$9,201
% Expenditures for Instruction	61.4%	64.4%
% Suspensions or Expulsions	0.3%	8.4%
Teacher: Student Ratio	1:14	1:16
Provisional Certificates	25.9%	22%
Disabilities Other than Speech	17.9%	14.3%

School Performance: (PACT %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	0	5.5	32.5	62
Mathematics	1.6	6.6	35.5	56.3
Science	5.4	6	31.9	56.6
Social Studies	2.5	1.9	30.9	64.8

Middle School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	2.2	2.1	2.2	2.0
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Below Average	Unsatisfactory	Unsatisfactory

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Support for Learning	0	3.4	96.6
	Social Support-Adult	0	9.7	90.3
	School Connect/Engagement	0	10	90
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	6.7	43.3	50
	Sense of Social-Emotional Security	53.6	28.6	17.9
	Respect for Diversity	9.4	46.9	43.8

Whitlock Middle, 2008

364 Successful Way
Spartanburg, South Carolina 29303
(864) 594-4482

School District	Spartanburg Cty 07
School Level	Middle School
Grades Offered	7-9 Middle School
County	Spartanburg

Students & Faculty:	**This School**	**PP Middle School Average**
Total # Students	361 Students	329 Students
Total # Classroom Teachers	32	30 Teachers
Prime Instructional Time	80.8%	86.7%
Older than Usual for Grade	5.8%	6.80%
Dollar Spent per Student	9403	$9,201
% Expenditures for Instruction	65.8%	64.4%
% Suspensions or Expulsions	13.6%	8.4%
Teacher: Student Ratio	1:18	1:16
Provisional Certificates	0%	22%
Disabilities Other than Speech	19%	14.3%

School Performance: (PACT %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	0	7.5	36	56.5
Mathematics	1.1	7.5	48.4	43
Science	0.7	4.5	27.6	67.2
Social Studies	1.5	5.2	30.6	62.7

Middle School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	2.2	2.2	2.1	2.2
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Below Average	Unsatisfactory	Average

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Support for Learning	0	0	96.8
	Social Support-Adult	0	6.5	93.5
	School and Civic Learning	0	6.7	93.3
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	3.3	43.3	53.3
	Sense of Social-Emotional Security	31	44.8	24.1
	Respect for Diversity	3.2	25.8	71

Burke High, 2008

244 President Street
Charleston, South Carolina 29403
(843) 579-4815

School District	Charleston
School Level	High School
Grades Offered	7-12 Middle School
County	Charleston

Students & Faculty:	**This School**	**PP High School Average**
Total # Students	613 Students	684 Students
Total # Classroom Teachers	74	61 Teachers
Prime Instructional Time	83.4%	83.6%
Older than Usual for Grade	22.5%	20.0%
Dollar Spent per Student	$12,123	$10,172
% Expenditures for Instruction	62.2%	59.9%
% Suspensions or Expulsions	20.6%	9.5%
Teacher: Student Ratio	1:16	1:22
Provisional Certificates	19.1%	17.5%
Disabilities Other than Speech	13.4%	15.9%

School Performance: (HSAP %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	2.5	22.3	52.1	23.1
Mathematics	0.8	13.2	47.1	38.8

	This School			**PP High School Average**		
Exam Passage Rate: (HSAP%)	**2008**	**2007**	**2006**	**2008**	**2007**	**2006**
Passed 2 subtest	55	55.7	47.8	58.2	52.7	46.4
Passed 1 subtest	27.1	27.9	29.6	21.1	24.9	23.8
Passed no subtest	17.8	16.4	22.6	20.7	22.4	29.8

Passage Rate by Spring 08: 88.6%

High School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	1.8	1.4	1.2	1.2
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Average	Average	Below Average	Average

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Rules and Norms	0	9.5	90.5
	Social Support-Adult	2.4	14.3	83.3
	School Connect/Engagement	0	15.9	84.1
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	11.9	45.2	42.9
	Sense of Social-Emotional Security	38.6	38.6	22.7
	Respect for Diversity	11.4	29.4	59.1

North Charleston High, 2008

1087 East Montague Avenue
North Charleston, South Carolina 29405
(843) 745-7140

School District	Charleston
School Level	High School
Grades Offered	9-12 High School
County	Charleston

Students & Faculty:	**This School**	**PP High School Average**
Total # Students	854 Students	684 Students
Total # Classroom Teachers	80	61 Teachers
Prime Instructional Time	81.8%	83.6%
Older than Usual for Grade	28.1%	20.0%
Dollar Spent per Student	$9,695	$10,172
% Expenditures for Instruction	63.7%	59.9%
% Suspensions or Expulsions	14.3%	9.5%
Teacher: Student Ratio	1:24	1:22
Provisional Certificates	17.9%	17.5%
Disabilities Other than Speech	22.5%	15.9%

School Performance: (HSAP %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	8.1	28.8	38.8	24.4
Mathematics	6.3	21.5	35.4	36.7

	This School			**PP High School Average**		
Exam Passage Rate: (HSAP%)	**2008**	**2007**	**2006**	**2008**	**2007**	**2006**
Passed 2 subtest	51.9	49.1	38.8	58.2	52.7	46.4
Passed 1 subtest	21	25.7	25.6	21.1	24.9	23.8
Passed no subtest	27.1	25.2	35.6	20.7	22.4	29.8

Passage Rate by Spring 08: 84.7%

High School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	1.8	1.4	1.7	2.0
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Average	Unsatisfactory	Unsatisfactory	Excellent

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Rules and Norms	1.4	27.5	71
	Social Support-Adult	1.3	21.8	76.9
	School Connect/Engagement	2.7	25.7	71.6
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	38.5	4.1	20.5
	Sense of Social-Emotional Security	56.4	33.3	10.3
	Respect for Diversity	29.1	44.6	26.6

RB Stall High, 2008

7749 Pinehurst Street
North Charleston, South Carolina 29420
(843) 764-2200

School District	Charleston
School Level	High School
Grades Offered	9-12 High School
County	Charleston

Students & Faculty:	**This School**	**PP High School Average**
Total # Students	901 Students	684 Students
Total # Classroom Teachers	76	61 Teachers
Prime Instructional Time	Missing	83.6%
Older than Usual for Grade	25.6%	20.0%
Dollar Spent per Student	$9,312	$10,172
% Expenditures for Instruction	60.1%	59.9%
% Suspensions or Expulsions	14.3%	9.5%
Teacher: Student Ratio	1:24	1:22
Provisional Certificates	11.1%	17.5%
Disabilities Other than Speech	13.9%	15.9%

School Performance: (HSAP %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	8.6	20	41.1	30.3
Mathematics	6.9	20	41.7	31.4

	This School			**PP High School Average**		
Exam Passage Rate: (HSAP%)	**2008**	**2007**	**2006**	**2008**	**2007**	**2006**
Passed 2 subtest	57.4	54.1	47.7	58.2	52.7	46.4
Passed 1 subtest	22.3	26	19.6	21.1	24.9	23.8
Passed no subtest	20.3	19.9	33	20.7	22.4	29.8

Passage Rate by Spring 08: 80.1%

High School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Below Average

Absolute Index	**2007**	**2006**	**2005**	**2004**
	1.8	1.4	1.4	2.3

Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Average	Below Average	Unsatisfactory	Excellent

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Rules and Norms	0	16.2	83.8
	Social Support-Adult	1.3	16.9	81.8
	School Connect/Engagement	1.2	18.8	80

Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	32.5	45.5	22.1
	Sense of Social-Emotional Security	32.4	29.6	38
	Respect for Diversity	25.6	38.5	35.9

Estill High, 2008

Post Office Box 757
Estill, South Carolina 29203
(803) 625-5100

School District	Hampton Cty 02
School Level	High School
Grades Offered	9-12 High School
County	Hampton

Students & Faculty:	**This School**	**PP High School Average**
Total # Students	420 Students	684 Students
Total # Classroom Teachers	30	61 Teachers
Prime Instructional Time	Missing	83.6%
Older than Usual for Grade	13.6%	20.0%
Dollar Spent per Student	$9,706	$10,172
% Expenditures for Instruction	56.2%	59.9%
% Suspensions or Expulsions	3.3%	9.5%
Teacher: Student Ratio	1:25	1:22
Provisional Certificates	29.2%	17.5%
Disabilities Other than Speech	15.7%	15.9%

School Performance: (HSAP %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	6.3	27.4	40	26.3
Mathematics	9.5	24.2	32.6	33.7

	This School			**PP High School Average**		
Exam Passage Rate: (HSAP%)	**2008**	**2007**	**2006**	**2008**	**2007**	**2006**
Passed 2 subtest	57.7	37.5	51	58.2	52.7	46.4
Passed 1 subtest	19.2	26	19.6	21.1	24.9	23.8
Passed no subtest	23.1	36.5	29.4	20.7	22.4	29.8

Passage Rate by Spring 08: 78.3%

High School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Below Average
Absolute Index	**2007**	**2006**	**2005**	**2004**
	2.2	1.9	1.4	2.3
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Good	Excellent	Unsatisfactory	Excellent

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Rules and Norms	3.6	17.9	78.6
	Social Support-Adult	0	24.2	75.8
	School Connect/Engagement	12.1	27.3	60.6
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	20.6	26.5	52.9
	Sense of Social-Emotional Security	30.3	57.6	12.1
	Respect for Diversity	43.8	15.6	43.8

CA Johnson High, 2008

2219 Barhamville Road
Columbia, South Carolina 29204
(803) 253-7049

School District	Richland One
School Level	High School
Grades Offered	9-12 High School
County	Richland

Students & Faculty:	**This School**	**PP High School Average**
Total # Students	512 Students	684 Students
Total # Classroom Teachers	42	61 Teachers
Prime Instructional Time	83.4%	83.6%
Older than Usual for Grade	16.8%	20.0%
Dollar Spent per Student	$10,502	$10,172
% Expenditures for Instruction	63.3%	59.9%
% Suspensions or Expulsions	1.0%	9.5%
Teacher: Student Ratio	1:20	1:22
Provisional Certificates	2.8%	17.5%
Disabilities Other than Speech	17.5%	15.9%

School Performance: (HSAP %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	4.1	24.5	46.9	24.5
Mathematics	5.1	24.5	35.7	34.7

	This School			**PP High School Average**		
Exam Passage Rate: (HSAP%)	**2008**	**2007**	**2006**	**2008**	**2007**	**2006**
Passed 2 subtest	60.3	63.6	48.5	58.2	52.7	46.4
Passed 1 subtest	20.7	17.4	23.5	21.1	24.9	23.8
Passed no subtest	19	19	27.9	20.7	22.4	29.8

Passage Rate by Spring 08: 85.9%

High School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	2.5	1.9	2.3	1.4
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Excellent	Unsatisfactory	Excellent	Unsatisfactory

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Rules and Norms	2.9	17.6	79.4
	Social Support-Adult	0	29.4	70.6
	School Connect/Engagement	3.1	12.5	84.4
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	38.7	29	32.3
	Sense of Social-Emotional Security	30.3	57.6	12.1
	Respect for Diversity	24.2	51.1	24.2

Eau Claire High, 2008

4800 Monticello Road
Columbia, South Carolina 29203
(803) 735-7600

School District	Richland One
School Level	High School
Grades Offered	9-12 High School
County	Richland

Students & Faculty:	**This School**	**PP High School Average**
Total # Students	805 Students	684 Students
Total # Classroom Teachers	64	61 Teachers
Prime Instructional Time	85.9%	83.6%
Older than Usual for Grade	13.9%	20.0%
Dollar Spent per Student	$9,691	$10,172
% Expenditures for Instruction	54.3%	59.9%
% Suspensions or Expulsions	3.6%	9.5%
Teacher: Student Ratio	1:22	1:22
Provisional Certificates	25%	17.5%
Disabilities Other than Speech	12.9%	15.9%

School Performance: (HSAP %)	**Advanced**	**Proficient**	**Basic**	**Below Basic**
English/Language Arts	9.7	31.3	38.6	20.5
Mathematics	8	23.9	35.2	33

	This School			**PP High School Average**		
Exam Passage Rate: (HSAP%)	**2008**	**2007**	**2006**	**2008**	**2007**	**2006**
Passed 2 subtest	66.8	56	44.8	58.2	52.7	46.4
Passed 1 subtest	16.3	26.7	24.9	21.1	24.9	23.8
Passed no subtest	16.8	17.3	30.3	20.7	22.4	29.8

Passage Rate by Spring 08: 83.9%

High School Absolute Ratings and Indices, 2004-2008

Absolute Ratings	**2007**	**2006**	**2005**	**2004**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
Absolute Index	**2007**	**2006**	**2005**	**2004**
	2.3	1.7	1.7	2.0
Improvement Ratings	**2007**	**2006**	**2005**	**2004**
	Excellent	Below Average	Unsatisfactory	Excellent

School Climate Dimensions (percentages are based on factor scores)

Strengths	**Dimension**	**Negative**	**Neutral**	**Positive**
	Rules and Norms	3.7	16.7	79.6
	Social Support-Adult	0	10.7	89.3
	School Connect/Engagement	1.8	8.8	89.5
Weaknesses	**Dimension**	**Negative**	**Neutral**	**Positive**
	Sense of Physical Security	18.5	33.3	48.1
	Sense of Social-Emotional Security	31.6	42.1	26.3
	Respect for Diversity	7	36.8	56.1

Appendix 3

Evaluation Design

Introduction

The Palmetto Priority Schools (PPS) project is an intensive long-term collaboration initiative with 16 schools that have not met student learning goals mandated in the South Carolina Education Accountability Act. The initiative was approved by the State Board of Education as an alternative to "a State takeover" of the schools, which have extremely high numbers of economically disadvantaged students, that have been rated as "below satisfactory" and did not make "expected progress" for three consecutive years. The procedural guidelines for monitoring expected progress were established by a recommendation of the State Board of Education (SBE) in 2004— S.C. Code Ann.§ 59-18-1520—and are as follow:

Beginning with the November 2003 report card, any school that receives an absolute report card rating of unsatisfactory will be monitored to determine if expected progress is being met.
Both of the following criteria must be met to demonstrate expected progress.

Criterion One: ***Attain a minimum absolute value of 1.8 and***
Criterion Two: ***A) Increase the school's absolute value .3 of a point, <u>or</u>***
B) Improve the absolute rating at least one level.

Schools must continue to increase .3 of a point for each two-year period until the absolute rating is higher than the unsatisfactory category.

The Education Oversight Committee established an agreement with the SC Department of Education to evaluate the Palmetto Priority Schools project. The evaluation aims to achieve the following objectives:

Within five academic years, in the Palmetto Priority Schools

1. At least 75 percent of students in each school will score Basic or above on state standards-based assessments;
2. At least 50 percent of eighth graders will score Proficient or above on state

standards-based assessments;

3. At least 75 percent of each high school's 2008 entering ninth grade class will graduate on-time;
4. Each school will achieve an absolute performance index of 3.3 or higher on a 5.0 scale.

Design Focus

One part of the evaluation design focuses on data that are routinely reported by the school districts to the SC State Department of Education. The other part of the design, which focuses on primary data collection in a subsample of the 16 schools for spring 2008-2011, postulates that student academic performance has four sources:

1. **Home environment**—encompasses structural characteristics (e.g., SES, racial/ethnic composition, residential patterns), parental involvement in education, parent-child interactions, neighborhood characteristics, parent psychological distress, and religiosity.
2. **School climate**—teacher expectations and beliefs about student achievement, administrative leadership, resources, institutional support, the degree of collegiality within the school (e.g., teachers, counselors, course specialist), teacher job satisfaction, degree of teacher responsibility for student outcomes, teacher classroom management, and the amount of institutional change in recent years.
3. **Student motivation for learning**—academic efficacy and aspirations, school engagement, and motivation for learning and achievement.
4. **Health status**—chronic illnesses, symptoms of distress (e.g., sleep difficulty, feelings of anxiety/depression, eating problems, agitation, and physical problems), and mental health issues.

Background and Significance

Although we know that all of the PPS schools are rated "below satisfactory" and are plagued by high rates of poverty, we know very little about other relational factors that may contribute to their unfortunate status. Past research has clearly documented that economically disadvantaged children are more likely to earn lower grades, score lower on achievement tests, and suffer from socioemotional problems such as depression and anxiety than those from more affluent families (e.g., Brooks-Gunn & Duncan, 1997; Conger, Ge, & Elder, 1994; Cooper & Crosnoe, 2007; Mcloyd, 1998). They also are more apt to be placed in special education programs and lower curricular tracks,

retained or drop out of school, and less likely to receive a high school diploma. These negative effects are more pronounced for African American than Euro-American children (Children's Defense Fund, 2003; Huston, 1999; Jargowsky, 1994; Mcloyd, 1998). To explain these associations, researchers have consistently focused on either the home or school environment. Seldom are both environments assessed in a single study, and even fewer utilize a longitudinal approach to examine the effects of continuities/discontinuities in home and school environments on children's cognitive and socioemotional functioning.

The present evaluation examines the effects of home and school environments on the academic performance of a subsample of the PPS middle and high school students. The goal is to determine if and to what extent each environment contributes to student achievement. The evaluation also assesses whether continuity or discontinuity in the environments is significantly affecting student performance, and if so, which factors within the environments are most important for enhancing student achievement over time. Due to the complex nature of the environments that will be assessed, the evaluation design calls for an intensive, longitudinal, mixed-method approach that will use a variety of data sources in order to adequately investigate the independent relations of schools and families to student academic performance.

The wealth of data collected allows us to "triangulate" data and information—an evaluative technique in which qualitative and quantitative data from multiple sources are brought together to enhance the credibility of evaluation findings and provide a richer and more insightful portrayal of the multiple dynamics and outcomes from a project (NSF, 2002). This part of the evaluation contributes to extant literature in that it focuses on understanding the processes by which various home and school indicators affect student academic performance rather than simply highlighting correlates of their economic status. In the following section, we briefly review the key literature of the four sources noted above as contributors to student academic performance.

1. Home Environment

The results of numerous studies converge in showing that economic hardship indirectly affects children's academic performance through its impact on parenting behavior (Brody, Stoneman, & Flor, 1995; Brooks-Gunn, Duncan, & Maritato, 1997; Conger, Conger, & Elder, 1997). Parental child rearing practices and behaviors are influenced by their beliefs about the way children develop (Himelstein, Graham, & Weiner, 1991;

Miller, 1988), and the goals and expectations that they have for children (Darling & Steinberg, 1993; Harwood, Schoelmerich, Ventura-Cook, Schulze, & Wilson, 1996; Hess, Price, Dickson, & Conroy, 1981; Rothstein, 2004). Past research has documented that parental aspirations and perceived efficacy enhance children's own sense of efficacy and academic aspirations (Betz & Hackett, 1986; Bong, 2004; Lent, Brown, & Hackett, 1994). In essence, children who have strong beliefs in their academic efficacy consider more occupational options as a possibility. They also are more likely to show a greater interest in the occupations, put forth an effort to prepare themselves educationally for different career pursuits, and to persist and succeed in their academic coursework.

Parents who have high educational aspirations for their children and believe they can contribute to their realization can also affect their children's cognitive development independently of their impact on their children (DePlanty, Coulter-Kern, & Duchane, 2007).

One way this can be accomplished is for parents to ensure that teachers are well aware of the importance they place on education by advocating on behalf of their children in relation to the school system. Indeed, teachers are more likely to be committed to children whose parents are more involved in their educational process, and the educational impact of parents is more pervasive if the influence is exerted via teacher expectations for student achievement rather than simply mediated through parental effects on children (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996).

Past research has documented that economic disadvantage and loss diminish parents' capacity to be supportive, consistent, and involved in their children's lives, and parental psychological distress derived from an excess of negative life events and undesirable living conditions mediate the link between economic hardship and parenting behavior (e.g., Conger, Conger, Elder, Lorenz, Simons, & Whitbeck, 1992; Elder, Liker, & Cross, 1984; Elder, Nguyen, & Caspi, 1985; Gutman & Eccles, 1999; Mistry, Vandewater, Huston, & McLoyd, 2002). These relations are much more pronounced for African American children whom are more likely to experience persistent economic hardship (Brody & Flor, 1998; Duncan & Rodgers, 1988; Proctor & Dalaker, 2003). Most of the studies highlighting the effects of persistent economic hardship (i.e., poverty) have been conducted in rural and suburban areas. The present evaluation fills an important gap in the literature because students in urban schools make up more than half of the subsample from which primary data are collected.

2. School Climate

Extant literature has clearly documented that teachers play a key role in student achievement (e.g., Chenoweth, 2007; College Board, 2002; Lawrenz, Huffman, & Robey, 2003) and teacher characteristics, teaching practices, and level of professional development in classroom management have been shown to be extremely important in distinguishing between effective versus ineffective teachers (Burton, Whitman, Yepes-Baraya, Cline, & Kim, 2002). Teachers who use hands-on learning, emphasize higher-order thinking skills in instruction, and have participated in professional development classes in teaching diverse students tend to have substantially higher-achieving students (e.g., Love, 2005; Wenglinsky, 2000; Willis, 1998). In addition, students have been shown to learn more from teachers with good basic skills test scores (Ferguson, 1991), high verbal skills (Ballou & Podgursky, 1997), and a major or minor in the field in which they teach (Fetler, 1999; Goldhaber & Brewer, 1999; Monk, 1994; Wenglinsky, 2000). Research also has shown effective teachers to be those who have specific, pedagogically relevant content expertise that includes knowledge of how best to elucidate concepts and demonstrate methods (Brownell, Furry, & Hecsh, 2001). Moreover, effective teachers tend to have instructional practices that emphasize thinking and reasoning, problem solving, the importance of concept development, and are flexible enough to accommodate students who have different learning styles (VanTassel-Baska, Feng, & McFarlane, 2006).

In addition to the relations between teacher background characteristics, classroom management, job satisfaction, and the quality of teaching practices, past research has shown school quality, in terms of the structure, goals, educational philosophy, leadership, disciplinary policies, responsiveness to different cultures, and overall school climate, to be important indicators of student performance (Chenoweth, 2007; Kenu & Rimpela, 2002; Mac Iver, 1990; Mizelle, 1999; Morgan and Hertzog, 2001; Riley & Nuttall, 1994). Although we know that school quality factors are more likely to exert influence on student performance indirectly through teachers and classrooms, it is important to know how these factors operate and affect student learning. Thus, in addition to teacher interviews, primary data collection for this evaluation includes interviews with administrators about resources available to teachers, financial support by the district, availability of necessary equipment for classes; requirements for, and selectivity in, curricular tracks; policies and practices associated with science, math, social studies, and English/language arts classes; and interactions with parents,

students, and teachers.

3. Student Motivation

A major part of children's academic performance is mediated through the socialization practices of their parents. However, children's own academic efficacy and aspirations also are important contributors to their academic outcomes. Previous research has shown that children who believe they can exercise some control over their own learning and mastery of coursework tend to have better academic performance than those who do not have such beliefs (Bandura, 1993; Zimmerman, 1995). Individuals with stronger self-efficacy beliefs and expectations experience better career, academic, and life outcomes in general (Close, 2001; Lent, Brown, & Hackett, 1994; Torres & Solberg, 2001).

Studies of student motivation to learn indicate that after controlling for student cognitive ability, the more students believe they are academically competent and can develop their abilities or intelligence through effort, the more likely they are to approach, persist at, and master moderately challenging academic tasks (e.g., Bandura, 1997; Dweck & Leggett, 1998). Second, student motivation studies have documented that the more students find an academic subject intrinsically interesting and important with respect to other goals or values, the more likely they are to invest in learning the subject and to choose related-courses and activities in the future (e.g., Eccles, 1998; Schiefele, 1991). Third, studies of academic goals have demonstrated that student orientation toward the goals of mastery and self-improvement are closely tied to the use of deep processing and effective problem-solving strategies when learning (e.g., Dweck & Legett, 1998; Midgley, 1993). Eccles and colleagues (1998) maintained that core types of psychological phenomena—student academic competence related beliefs, academic values, and academic goals—can be the basic motivational building blocks that underlie patterns of academic engagement in the classroom. Therefore, the primary data collection part of the present evaluation examines these motivation building blocks in the sample of PPS project students to determine their effects on the student academic performance.

4. Health Status

Economically disadvantaged students are at much greater risk for negative outcomes in physical and mental health, and they face many ecological barriers and restraints that keep them from achieving their true potential (Brooks-Gunn & Duncan, 1997; McLoyd,

1998). Given the number of children who are at risk because of economic circumstances, it is important that we identify the processes through which family economic status might affect student achievement. This is especially true for students in the PPS project who are at-risk for both low economic status and academic performance. Therefore, this evaluation examines the mental and physical health status of the PPS students to determine their effects on student engagement in school and overall academic performance.

Overall Research Design

As noted above, this evaluation utilizes data from all sixteen schools that are reported by the districts to the SC Department of Education. Primary data are collected in English/language arts, math, science, and social studies classes in four schools (two each of middle and high schools), which are located in urban and rural areas, to provide an in-depth assessment of various factors in home and school environments that affect student academic performance.

Scope of Data

The PPS evaluation collects data to use in exploring the influences of both the individual attributes of adolescents and the attributes of their home and school environments on their academic performance. Data collection includes the following:

Parents/Primary Caregivers are interviewed in the school, home, or mutually decided on location (e.g., church, community center, etc) about the following:

- education and employment
- household income and economic assistance
- parent-adolescent interaction and communication
- parent's familiarity with the adolescent's friends
- involvement in education
- academic efficacy
- educational aspirations for children
- perceived stress and emotional support
- neighbor characteristics
- health-affecting behaviors

Students are asked to complete surveys on these indices:

- beliefs about their classroom activities

- perceived family support
- connections with teachers and peers
- academic motivation, efficacy, and aspirations
- attitudes toward school
- engagement and effort in school

Teachers are interviewed and asked to respond to questionnaires on the following attributes:

- sense of efficacy
- beliefs about student achievement
- classroom management
- interactions with students
- job satisfaction
- descriptions of instructional materials and their use in the target section
- content and pedagogy instructional decisions and factors that influence them
- changes in policies and practices that have an effect on course instruction
- school leadership, resources
- school climate—school leadership and resources, institutional support of staff, the degree to which beliefs about education are shared by other teachers, the degree of collegiality within the school, perceptions of their responsibility for student outcomes, extent of control they have within the school and/or classroom, and the amount of institutional change in recent years and its effects on student and staff outcomes.

School level administrators are interviewed to learn about specific policies and practices at the state, district, and school levels that bear on math, science, and English/language arts curriculum practices (e.g., who gets taught by whom, why, and to what effect?)

- ***Principal and/or Vice-Principal***—asked to describe course curriculum and how curriculum decisions are made in the subject areas of math, science, and English/language arts (i.e., decisions about course content, curriculum guidelines, and textbooks). Also, interviews assess adequacy of resources for course instruction and characterize any important changes in curriculum policy and practice, the source of those changes, and their possible effects on student achievement.

- ***Department chairs***—interview protocol asks about department resources, teacher qualifications, and oversight of instruction. Also, asked how students are assigned to courses, how teachers are assigned to courses, and strengths and weaknesses of the department's program.
- ***School counselors***—interview includes questions about how students are assigned to courses and the role of student choice in the process; if tracks exist in the school and to characterize them; and to explain how the curriculum differs for and how students are assigned to them. Also asked to characterize the nature of the student body at their school according to student ability and behavior.

District level administrators are interviewed to determine understanding of district and state initiatives and how they are passed on to schools.

- ***Assistant Superintendent for Curriculum***—interview protocol focuses on district polices and the district's implementation of state policies in the areas of middle and high school math, science, and English/language arts. Respondents are asked to describe how decisions are made about curriculum, including curriculum frameworks, textbooks, and testing; characterize changes in state and district policies and practices and their effects on students, teachers, and administrators; and provide an overview of staff development programs in math, science, and English/language arts.
- **Math, science, and English/language arts specialists**—asked to characterize the programs of instruction in their areas; respond to questions concerning changes at the district level for course requirements, course content, textbooks, guidelines, and testing; and to describe how their efforts influence student achievement and any evidence for such effects.
- **Testing directors**—asked to describe in detail the nature, purpose, and effects of district and state testing programs; how programs influence placement of students, course offerings, and course content/instructional practices; and to provide examples and sources of evidence to support responses.

Other data, which are reported to the SC Department of Education, are utilized on attributes such as these:

Students

- mental health status
- chronic and disabling conditions
- end of course tests and credits earned
- performance on end of grade tests
- average school attendance
- performance on Palmetto Achievement Challenge Tests (PACT)*
- enrollment in high school credit courses*
- performance on High School Assessment Program (HSAP) exam**
- enrollment in AP classes**

School Level

- absolute school rating
- adequate yearly progress
- performance trends over 4-year period
- percent of students scoring 70 or above on end of course tests
- retention rate
- attendance rate
- allocation of PPS expenditures
- performance of PACT by group for 4 courses*
- percent of student enrolled in high school credit courses*
- High School Assessment Program (HSAP) exam passage rate**
- HSAP passage rate by spring 2006**
- graduation rate**

Teachers***

- educational attainment
- teachers with advanced degrees
- continuing contract teachers
- classes not taught by highly qualified teachers
- teachers with provisional certificates
- teachers returning from previous year
- attendance rate
- average salary
- professional development days

School Level

- principal's years at school
- student-teacher ration in core subjects
- prime instructional time
- dollars spent per pupil
- percent of expenditures for teacher salaries
- percent of expenditures for instruction
- parents attending conferences
- percent of classes not taught by highly qualified teachers
- student attendance
- analysis of partnership relationships and activities between the PPS districts/schools and area universities/colleges

District Level

- initiatives and PPS improvement plans
- percent of classes in low poverty schools not taught by highly qualified teachers
- percent of classes in high poverty schools not taught by highly qualified teachers
- student attendance

In each district, teachers, assistant superintendent (s) for curriculum, course specialists (math, science, language arts, and social studies), directors of testing, research, and staff development are candidates for interviews. The following are among the types of evaluation techniques that are employed:

- Surveys of students and parents/primary caregivers.
- Classroom site visits and observations.
- Document analyses: report cards end of course assessments, etc.
- Interviews with PPS middle-school students, teachers, principals, and counselors. Group interviews and/or focus groups will be utilized for cost-efficiency.

Evaluation Schedule

The start date for this evaluation is upon completion and approval of the design. With the Year 1 published report due in the spring 2009, much needs to happen quickly in order to meet the deadline. Initial contacts have been made to facilitate meetings with district/school leaders, and before the end of the month, we will have access to data that

are reported to the SC Department of Education. These activities provide a basis for developing the baseline profile for each school. They also give us the opportunity to 1) begin preliminary analyses; 2) know what types of data and information are available for the spring report to the SC Department of Education; 3) develop a narrative for each school, and 4) begin developing an assessment instrument to collect future PPS data to ensure that all schools provide basically the same data in the same type of format to facilitate our review and analysis in subsequent years.

Within the next couple of weeks, an advisory panel of experts will be established who will serve as a valuable resource that we will call upon throughout the PPS evaluation. We also will contact either universities/colleges or retired teacher organizations that are in close proximity to the respective PPS schools to contract for research assistants to collect data from the schools in the spring.

The EOC will prepare a letter to send to the principal or Palmetto Priority Schools Coordinator of each school. The letter provides a description of data collection activities that will be done over the course of the evaluation and highlights data needed during the first three months of the evaluation. In the upcoming months, the PPS evaluator will visit all of the schools to discuss the project and data collection. Noted below are the timelines for which data are collected and reported.

Appendix 4

a. School Climate Personnel Survey
b. Demographics for Palmetto Priority Middle School Survey Respondents
c. Cross-walk between items and the dimensions for Middle School
d. Demographics Palmetto Priority High School Survey Respondents
e. Cross-walk between items and the dimensions for High School

CSCI
Comprehensive School Climate Inventory©
Measuring the Climate for Learning

School Personnel Survey

Before you begin, please read the following information.

You are being asked to complete this survey as part of a project to help all those who are part of your school community (students, parents, and school personnel) understand how everyone feels about your school.

- As you respond to each item, focus on your thoughts and feelings based on your own personal experiences at your school.
- There are no right or wrong answers—we just want to know how you feel. Your responses will provide us with important information to help your school become even better.
- Your name will not be recorded on your survey. **All information obtained from this survey is anonymous and confidential**, and no one from your school will ever see your answers. No identifying information (name, classroom, survey ID) will be recorded with your answers. Responses cannot be tracked back to individual computers.
- All results will be reported to your school only in terms of how populations responded. Individual survey responses are never seen by your school. Group data will only be reported when there are sufficient numbers to ensure each respondent's confidentiality.
- Please try to respond to all applicable items. Certain items may not be relevant to those of you who are not classroom teachers. For those items, please choose the "Does Not Apply" response.
- The survey should take you approximately 20 minutes to complete.

Start Survey

CSCI School Personnel

Think about **your** experience in your school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement. If you don't think the statement applies to you, fill in the circle for "**Does Not Apply**." Mark one answer on each line like this: ● Not like this: ⊗ ✓ ⊘	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree	Does Not Apply
1. I have seen students being physically hurt at school more than once by other students (for example, pushed, slapped, punched, or beaten up).	○	○	○	○	○	○
2. Working relationships in this school make it easier to try new things.	○	○	○	○	○	○
3. The administration at this school communicates openly with teachers and staff.	○	○	○	○	○	○
4. Students in this school respect each other's differences (for example, gender, race, culture, etc.).	○	○	○	○	○	○
5. Adults in this school are interested in getting to know students.	○	○	○	○	○	○
6. Adults in the school fairly enforce rules against insults, teasing, harassment, or other verbal abuse.	○	○	○	○	○	○
7. Adults in the school stop students if they see them insulting, teasing, harassing, or otherwise verbally abusing other students.	○	○	○	○	○	○
8. There are groups of students in the school who exclude others and make them feel bad for not being a part of the group.	○	○	○	○	○	○
9. Most teachers at this school feel comfortable asking for help from the administration.	○	○	○	○	○	○
10. This school has up-to-date computers and other electronic equipment available to students.	○	○	○	○	○	○
11. This school provides opportunities for teachers to participate in a wide range of professional development activities to support subject expertise.	○	○	○	○	○	○
12. In this school, there are clearly stated rules against physically hurting other people (for example, hitting, pushing, or tripping).	○	○	○	○	○	○
13. Teachers help their students figure out how they learn best.	○	○	○	○	○	○
14. Most students in this school act in a way that is sensitive to the feelings of other students.	○	○	○	○	○	○
15. In this school, we teach skills that help students plan their time so they can get their work done and still do other things they enjoy.	○	○	○	○	○	○
16. There is a clear crisis plan in this school.	○	○	○	○	○	○
17. Students make other students comfortable answering questions in class.	○	○	○	○	○	○

Think about **your** experience in your school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement. If you don't think the statement applies to you, fill in the circle for "**Does Not Apply**." Mark one answer on each line like this: ● Not like this: ⊗ ✓ ⊘	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree	Does Not Apply
18. Adults in this school typically work well with one another.	○	○	○	○	○	○
19. Teachers challenge students to exceed their expectations.	○	○	○	○	○	○
20. This school building is kept clean.	○	○	○	○	○	○
21. The administration at this school provides teachers with opportunities to work together collaboratively.	○	○	○	○	○	○
22. Adults in this school generally act with the best interest of students in mind.	○	○	○	○	○	○
23. Adults who work in this school treat one another with respect.	○	○	○	○	○	○
24. Teachers give their students opportunities to show what they know and can do in a variety of ways (for example, papers, presentations, projects, tests).	○	○	○	○	○	○
25. This school building is kept in good condition.	○	○	○	○	○	○
26. Advanced students are given appropriately challenging work.	○	○	○	○	○	○
27. There are a lot of students in this school who seem to be constantly insulted or made fun of by other students.	○	○	○	○	○	○
28. It's commonplace for students to tease and insult one another.	○	○	○	○	○	○
29. Students in this school respect differences in adults (for example, gender, race, culture, etc.).	○	○	○	○	○	○
30. It is uncommon to see students hitting, shoving, or tripping each other.	○	○	○	○	○	○
31. Students often act out in class in ways that prevent other students from learning.	○	○	○	○	○	○
32. Most students in this school have a positive attitude toward academic achievement.	○	○	○	○	○	○
33. This school encourages all families to be part of school activities.	○	○	○	○	○	○
34. I have been physically threatened at this school by parents.	○	○	○	○	○	○

Think about **your** experience in your school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement. If you don't think the statement applies to you, fill in the circle for "**Does Not Apply**." Mark one answer on each line like this: ● Not like this: ⊗ ✓ ⊘	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree	Does Not Apply
35. This school encourages students to get involved in extra-curricular activities.	○	○	○	○	○	○
36. It is common for students to make fun of other students if they make mistakes in class.	○	○	○	○	○	○
37. Most adults seem comfortable asking for help from their colleagues.	○	○	○	○	○	○
38. There are a lot of students in this school who verbally threaten other students.	○	○	○	○	○	○
39. Students in this school seem to get along well with one another even if they're not in the same group of friends.	○	○	○	○	○	○
40. Teachers encourage their students to see mistakes as a natural part of the learning process.	○	○	○	○	○	○
41. Most adults in this school share similar views about instruction.	○	○	○	○	○	○
42. Adults in this school discuss issues that help students think about how to be a good person.	○	○	○	○	○	○
43. I have seen adults insult, tease, harass or otherwise verbally abuse students more than once in this school.	○	○	○	○	○	○
44. Adults who work in this school treat students with respect.	○	○	○	○	○	○
45. I feel physically safe in the schoolyard or area right around the school.	○	○	○	○	○	○
46. Students have friends at school to eat lunch with.	○	○	○	○	○	○
47. The professional development activities that my school offers are helpful to me as a teacher.	○	○	○	○	○	○
48. Adults in this school respect differences in students (for example, gender, race, culture, etc.).	○	○	○	○	○	○
49. This school provides opportunities for teachers to participate in professional development activities related to non-academic supports, such as classroom management, conflict resolution, bullying, and respect for diversity.	○	○	○	○	○	○
50. I have seen students physically threatened by staff at this school.	○	○	○	○	○	○
51. Students in this school are generally respectful and attentive in class.	○	○	○	○	○	○

Think about **your** experience in your school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement. If you don't think the statement applies to you, fill in the circle for "**Does Not Apply**." Mark one answer on each line like this: ● Not like this: ⊗ ✓ ⊘	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree	Does Not Apply
52. Teachers give their students individual attention on schoolwork.	○	○	○	○	○	○
53. This school uses a range of methods for professional development in addition to one-day workshops (for example, on site coaching, peer observation and mentoring, collaborative workgroups).	○	○	○	○	○	○
54. I feel good about what I accomplish as a staff member at this school.	○	○	○	○	○	○
55. Teachers give their students useful feedback on their work.	○	○	○	○	○	○
56. This school encourages teachers to participate in professional development activities.	○	○	○	○	○	○
57. I have seen students insult, tease, harass or otherwise verbally abuse other students more than once in this school.	○	○	○	○	○	○
58. In this school, there are clearly stated rules against insults, teasing, harassment, and other verbal abuse.	○	○	○	○	○	○
59. The administration at this school is supportive of teachers and staff members.	○	○	○	○	○	○
60. Students make other students comfortable asking questions in class.	○	○	○	○	○	○
61. The work I do at this school is appreciated by the administration.	○	○	○	○	○	○
62. I have been physically threatened at this school by other staff.	○	○	○	○	○	○
63. Students feel comfortable letting their teachers know when they are confused.	○	○	○	○	○	○
64. Teachers let students know when they do a good job.	○	○	○	○	○	○
65. Adults in this school generally trust one another.	○	○	○	○	○	○
66. Most adults in this school share similar views about discipline.	○	○	○	○	○	○
67. This school makes an effort to keep families informed about what's going on in school.	○	○	○	○	○	○
68. Teachers show their students how to learn from their own mistakes.	○	○	○	○	○	○

Think about **your** experience in your school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement. If you don't think the statement applies to you, fill in the circle for "**Does Not Apply**." Mark one answer on each line like this: ● Not like this: ⊗ ✓ ⊘	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree	Does Not Apply
69. Adults in the school will stop students if they see them physically hurting each other (for example, pushing, slapping, or punching).	○	○	○	○	○	○
70. The administration at this school is fair in the way they allocate resources.	○	○	○	○	○	○
71. The administration at this school involves staff in decisions about the school discipline policy.	○	○	○	○	○	○
72. Adults in this school help students think about how they would decide what to do in difficult situations.	○	○	○	○	○	○
73. The school involves teachers in planning professional development activities.	○	○	○	○	○	○
74. I feel physically safe in all areas of the school building.	○	○	○	○	○	○
75. Teachers encourage students to think independently.	○	○	○	○	○	○
76. Students can get extra help if they need it.	○	○	○	○	○	○
77. Students at this school will try to stop students from insulting or making fun of other students.	○	○	○	○	○	○
78. Adults in the school seem comfortable sharing ideas at staff/faculty meetings.	○	○	○	○	○	○
79. We have space and facilities for extra-curricular activities at this school.	○	○	○	○	○	○
80. I feel like I belong at this school.	○	○	○	○	○	○
81. Adults in this school encourage students to understand the importance of their feelings and those of others.	○	○	○	○	○	○
82. In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcome.	○	○	○	○	○	○
83. Students at this school are willing to listen to what other students have to say.	○	○	○	○	○	○
84. Students are generally patient with other students who are trying to understand something in class.	○	○	○	○	○	○
85. Students have friends at school they can trust and talk to if they have problems.	○	○	○	○	○	○

Think about **your** experience in your school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement. If you don't think the statement applies to you, fill in the circle for "**Does Not Apply**." Mark one answer on each line like this: ● Not like this: ⊗ ✓ ⊘		Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree	Does Not Apply
86.	The administration at this school is accessible to teachers and staff.	○	○	○	○	○	○
87.	Most students in this school try to treat other students the way they'd want to be treated.	○	○	○	○	○	○
88.	Students have friends at school they can turn to if they have questions about homework.	○	○	○	○	○	○
89.	Adults in this school talk with students about strategies for understanding and controlling their emotions.	○	○	○	○	○	○
90.	Teachers use activities and assignments designed to help determine which teaching methods work best for each student.	○	○	○	○	○	○
91.	Students at this school go out of their way to treat other students badly.	○	○	○	○	○	○
92.	The administration at this school effectively communicates a strong and compelling vision for what they want the school to be.	○	○	○	○	○	○
93.	I like working at this school.	○	○	○	○	○	○
94.	Adults in this school learn from one another.	○	○	○	○	○	○
95.	Students will help other students figure something out if they are confused in class.	○	○	○	○	○	○
96.	Adults in this school have high expectations for students' success.	○	○	○	○	○	○
97.	The administration at this school involves staff in decisions about instruction.	○	○	○	○	○	○
98.	Adults in this school are willing to listen to what students have to say.	○	○	○	○	○	○
99.	This school encourages staff to get involved in extra-curricular activities.	○	○	○	○	○	○
100.	This school is physically attractive (pleasing architecture, nicely decorated, etc.).	○	○	○	○	○	○
101.	I have input regarding what kinds of professional development opportunities are offered at this school.	○	○	○	○	○	○
102.	Students in this school try to make new students feel welcome.	○	○	○	○	○	○

Think about **your** experience in your school as you read each statement below. Then fill in the circle that best describes how much you agree or disagree with each statement. If you don't think the statement applies to you, fill in the circle for "**Does Not Apply**." Mark one answer on each line like this: ● Not like this: ⊗ ✓ ⊘	Strongly Disagree	Disagree	Neither Agree Nor Disagree (Neutral)	Agree	Strongly Agree	Does Not Apply
103. There are areas of this school where I do not feel physically safe.	○	○	○	○	○	○
104. Most adults in this school are good at the work they do.	○	○	○	○	○	○
105. Parents and family members feel comfortable talking to teachers.	○	○	○	○	○	○
106. In this school, we encourage students to learn how to work well with other students.	○	○	○	○	○	○
107. Adults in this school help students think about how their actions will affect others.	○	○	○	○	○	○
108. The administration at this school places a high priority on curriculum and instructional issues.	○	○	○	○	○	○
109. In this school, we discuss issues that help students think about what is right and wrong.	○	○	○	○	○	○
110. Adults in the school fairly enforce rules regarding physical violence.	○	○	○	○	○	○
111. Adults in this school respect each other's differences (for example gender, race, culture, etc.).	○	○	○	○	○	○
112. Students and adults in this school show that they care about the way the school building looks.	○	○	○	○	○	○
113. I have been physically threatened at this school by students.	○	○	○	○	○	○
114. There are a lot of students in this school who physically threaten other students.	○	○	○	○	○	○
115. Staff know what is expected of them in an emergency.	○	○	○	○	○	○
116. I think parents/guardians feel welcome at this school.	○	○	○	○	○	○
117. We need more basic supplies in school (for example, books, paper, and chalk).	○	○	○	○	○	○
118. If students need to talk to an adult in school about a problem, there is someone they trust who they could talk to.	○	○	○	○	○	○
119. Adults in this school help students listen to others so that they really understand what they are trying to say.	○	○	○	○	○	○

Please tell us a little about yourself…

This information helps you and your school discover more about who responded to the survey and whether different groups of people (for example, men or women, new or experienced teachers) felt differently or had different opinions. **Note: We will NOT report group data unless a given group has sufficient numbers to ensure each respondent's confidentiality.**

1. **What is your gender?**
   - ○ Female
   - ○ Male

2. **What is your race/ethnicity? (Please fill in the circle for all that apply)**
   - ○ American Indian or Alaskan Native
   - ○ Asian or Pacific Islander
   - ○ Black / African American
   - ○ Latino / Latina / Hispanic
   - ○ White / Caucasian
   - ○ Not Listed Above: _____

3. **What is your position?**
   - ○ Teacher
   - ○ Administrator
   - ○ Other professional staff
   - ○ Paraprofessional
   - ○ Non-certified support staff (e.g. security officer, cafeteria worker, bus driver, custodian, etc)

4. **What grade(s) do you work with? (Please fill in the circle for all that apply)**

K	1	2	3	4	5	6	7	8	9	10	11	12
○	○	○	○	○	○	○	○	○	○	○	○	○

5. **How many years have you been working in schools in this position?**

○	○	○	○	○
1st year teacher	2-5 years	6-10 years	11-20 years	20 + years

6. **How many years have you been working in *this* school in this position?**

○	○	○	○	○
1st year teacher	2-5 years	6-10 years	11-20 years	20 + years

Thank You for Completing This Survey!

Appendix 4B
Palmetto Priority Middle School Survey Respondents

Allendale-Fairfax Middle	
Gender	
Female (22)	71.10%
Male (9)	29.00%
Ethnicity	
American Indian (2)	6.50%
Asian or Pacific Islander (6)	19.40%
Black / African American (13)	41.90%
White / Caucasian (9)	29.00%
Not Listed (1)	3.20%
Position	
Teacher (23)	74.20%
Administrator (1)	3.20%
Other professional staff (7)	22.60%
Grade	
6 (20)	64.50%
7 (5)	16.10%
8 (6)	19.40%
Experience	
1ST year Teacher (4)	12.90%
2-5 years (8)	25.80%
6-10 years (6)	19.40%
11-20 years (7)	22.60%
20 + years (6)	19.40%
Years	
1ST year Teacher (9)	29.00%
2-5 years (19)	61.30%
6-10 years (2)	6.50%
20 + years (1)	3.20%

Brentwood Middle	
Gender	
Female (28)	71.80%
Male (11)	28.20%
Ethnicity	
Black / African American (24)	61.50%
White / Caucasian (15)	38.50%
Position	
Teacher (36)	94.70%
Administrator (2)	5.30%
Grade	
6 (22)	56.40%
7 (9)	23.10%
8 (7)	17.90%
Experience	
1ST year Teacher (7)	17.90%
2-5 years (15)	38.50%
6-10 years (11)	28.20%
11-20 years (4)	10.30%
20 + years (2)	5.10%
Years	
1ST year Teacher (12)	30.80%
2-5 years (21)	53.80%
6-10 years (5)	12.80%
11-20 years (1)	2.60%

Johnson Middle	
Gender	
Female (16)	66.70%
Male (8)	33.30%
Ethnicity	
Black / African American (19)	79.20%
White / Caucasian (5)	20.80%
Position	
Teacher (19)	79.20%
Administrator (2)	8.30%
Other professional staff (2)	8.30%
Grade	
6 (14)	58.30%
7 (4)	16.70%
8 (5)	0.208
Experience	
1ST year Teacher (2)	8.30%
2-5 years (6)	25.00%
6-10 years (6)	25.50%
11-20 years (3)	12.50%
20 + years (6)	25.50%
Years	
1ST year Teacher (10)	41.70%
2-5 years (7)	29.20%
6-10 years (2)	8.30%
20 + years (4)	16.70%

Estill Middle	
Gender	
Female (21)	75.00%
Male (7)	25.00%
Ethnicity	
Black / African American (18)	64.30%
White / Caucasian (6)	21.40%
Not Listed (3)	10.70%
Position	
Teacher (19)	67.90%
Administrator (2)	7.10%
Other professional staff (4)	14.30%
Paraprofessional (3)	10.70%
Grade	
6 (18)	64.90%
7 (5)	17.90%
8 (5)	17.90%
Experience	
1ST year Teacher (4)	14.30%
2-5 years (12)	42.90%
6-10 years (4)	14.30%
11-20 years (5)	17.90%
20 + years (3)	10.70%
Years	
1ST year Teacher (7)	25.00%
2-5 years (15)	53.60%
6-10 years (5)	17.90%
11-20 years (1)	3.60%

Appendix 4B
Palmetto Priority Middle School Survey Respondents

Ridgeland Middle	
Gender	
Female (23)	69.70%
Male (8)	24.20%
Ethnicity	
Asian or Pacific Islander (5)	15.20%
Black / African American (17)	51.50%
White / Caucasian (6)	18.20%
Not Listed (2)	6.10%
Position	
Teacher (23)	69.70%
Administrator (1)	3.00%
Other professional staff (5)	15.20%
Paraprofessional (2)	6.10%
Grade	
7 (17)	51.50%
8 (6)	18.20%
9 (6)	18.20%
Experience	
1ST year Teacher (3)	9.10%
2-5 years (9)	27.30%
6-10 years (2)	6.10%
11-20 years (8)	24.20%
20 + years (7)	21.20%
Years	
1ST year Teacher (12)	36.40%
2-5 years (13)	39.40%
6-10 years (2)	6.10%
11-20 years (2)	6.10%
20 + years (1)	3.00%

Mt. Pleasant Middle	
Gender	
Female (15)	75.00%
Male (5)	25.00%
Ethnicity	
Asian or Pacific Islander (2)	10.00%
Black / African American (16)	80.00%
White / Caucasian (2)	10.00%
Position	
Teacher (16)	80.00%
Administrator (1)	5.00%
Other professional staff (1)	5.00%
Non-certified (1)	5.00%
Grade	
6 (15)	75.00%
7(4)	20.00%
8 (1)	5.00%
Experience	
1ST year Teacher (2)	10.00%
2-5 years (2)	10.00%
6-10 years (3)	15.00%
11-20 years (1)	5.00%
20 + years (12)	60.00%
Years	
1ST year Teacher (10)	50.00%
2-5 years (8)	40.00%
6-10 years (1)	5.00%
Missing (1)	5.00%

Alcorn Middle	
Gender	
Female (27)	73.00%
Male (10)	27.00%
Ethnicity	
Black / African American (29)	78.40%
Latino / Latina / Hispanic (1)	2.70%
White / Caucasian (7)	18.90%
Position	
Teacher (35)	94.60%
Other professional staff (2)	5.40%
Grade	
6 (26)	70.30%
7(7)	18.90%
8 (2)	5.40%
Experience	
1ST year Teacher (1)	2.70%
2-5 years (7)	18.90%
6-10 years (12)	32.40%
11-20 years (6)	16.20%
20 + years (9)	24.30%
Years	
1ST year Teacher (12)	32.40%
2-5 years (12)	32.40%
6-10 years (4)	10.80%
11-20 years (3)	8.10%
20 + years (3)	8.10%

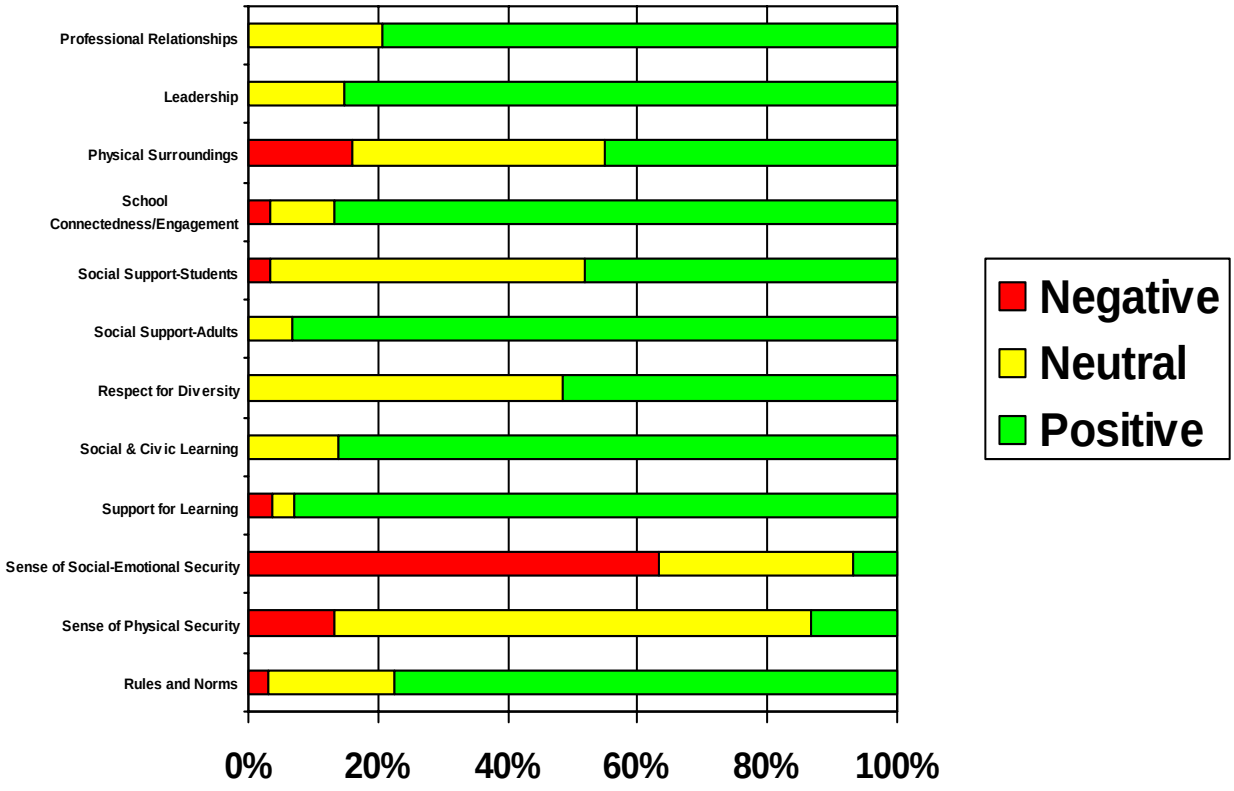
Gibbes Middle	
Gender	
Female (24)	66.70%
Male (12)	3.33%
Ethnicity	
Black / African American (27)	75.00%
White / Caucasian (8)	22.20%
Not Listed (1)	2.80%
Position	
Teacher (28)	77.80%
Administrator (2)	5.60%
Other professional staff (4)	11.10%
Non-certified (1)	2.80%
Grade	
6 (20)	55.60%
7 (8)	22.20%
8 (8)	22.20%
Experience	
2-5 years (7)	19.40%
6-10 years (7)	19.40%
11-20 years (12)	33.30%
20 + years (12)	27.80%
Years	
1ST year Teacher (7)	19.40%
2-5 years (15)	41.70%
6-10 years (6)	16.70%
11-20 years (3)	8.30%
20 + years (4)	11.10%

Appendix 4B
Palmetto Priority Middle School Survey Respondents

WA Perry Middle		**Whitlock Middle**	
Gender		**Gender**	
Female (24)	75.00%	Female (21)	67.70%
Male (8)	25.00%	Male (10)	32.30%
Ethnicity		**Ethnicity**	
Asian or Pacific Islander (4)	12.50%	Black / African American (12)	38.70%
Black / African American (23)	71.90%	White / Caucasian (16)	51.60%
White / Caucasian (4)	12.50%	Not Listed (2)	6.50%
Missing (1)	3.10%	Missing (1)	3.10%
Position		**Position**	
Teacher (26)	81.20%	Teacher (26)	81.20%
Administrator (2)	6.20%	Administrator (2)	6.20%
Other professional staff (3)	9.40%	Other professional staff (3)	9.40%
Missing (1)	3.10%	Missing (1)	3.20%
Grade		**Grade**	
6 (21)	65.60%	7 (21)	67.70%
7 (6)	18.80%	8 (4)	12.90%
8 (5)	15.60%	9 (5)	16.10%
Experience		**Experience**	
1ST year Teacher (2)	6.20%	1ST year Teacher (1)	3.20%
2-5 years (14)	43.80%	2-5 years (10)	32.30%
6-10 years (6)	18.80%	6-10 years (5)	16.10%
11-20 years (2)	6.20%	11-20 years (7)	22.60%
20 + years (8)	25.00%	20 + years (8)	25.80%
Years		**Years**	
1ST year Teacher (6)	18.80%	1ST year Teacher (3)	9.70%
2-5 years (18)	56.20%	2-5 years (18)	58.10%
6-10 years (5)	15.60%	6-10 years (5)	16.10%
11-20 years (2)	6.20%	11-20 years (3)	9.70%
20 + years (1)	5.10%	20 + years (1)	3.20%

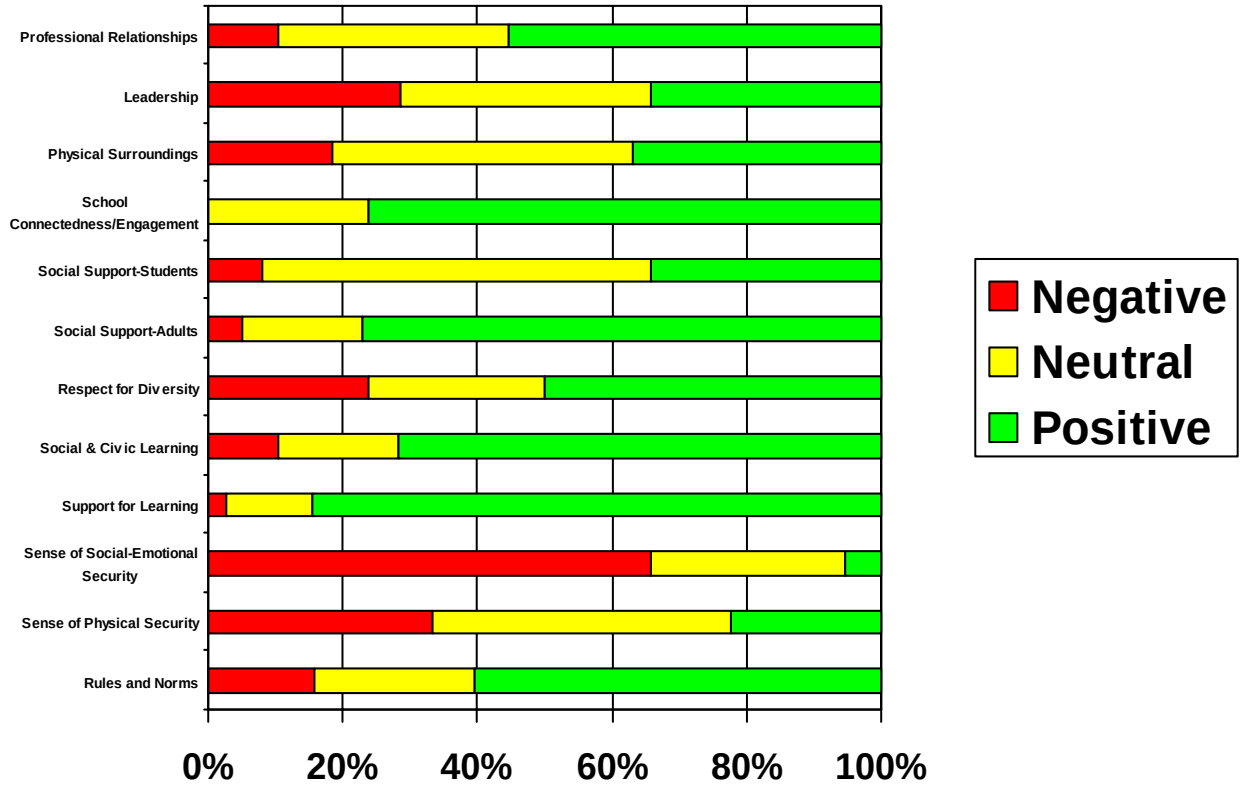
Appendix 4C

Allendale-Fairfax Middle

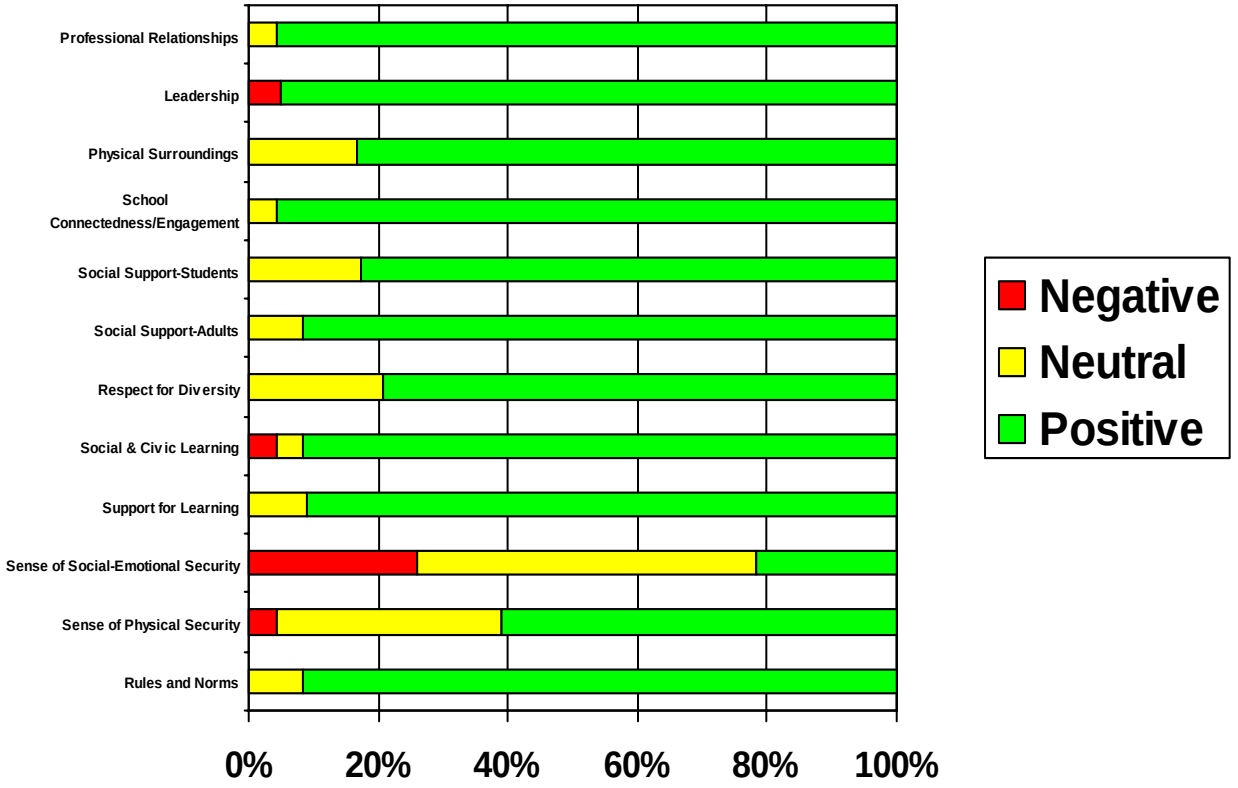


Note: Negative = <2.4; Neutral = 2.5 – 3.4; Positive = 3.5 - 5.0

Brentwood Middle

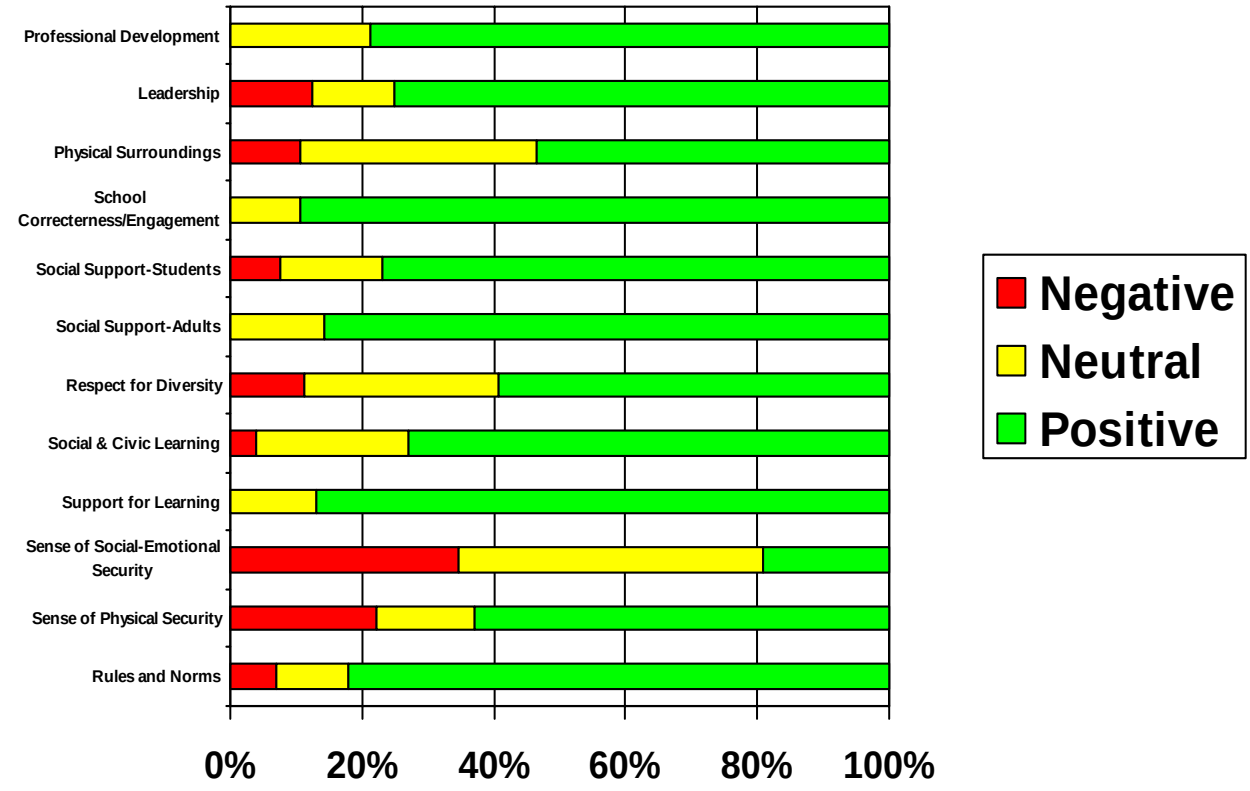


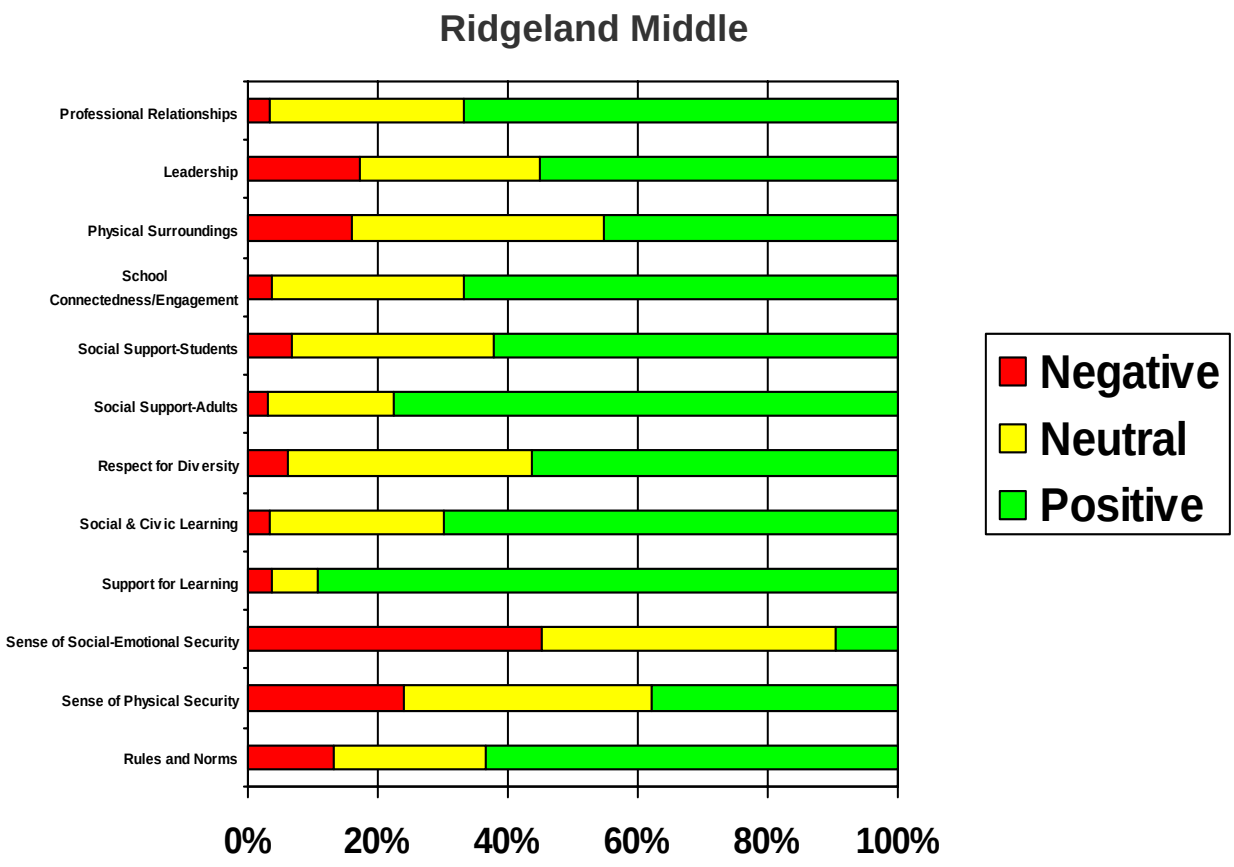
Johnson Middle



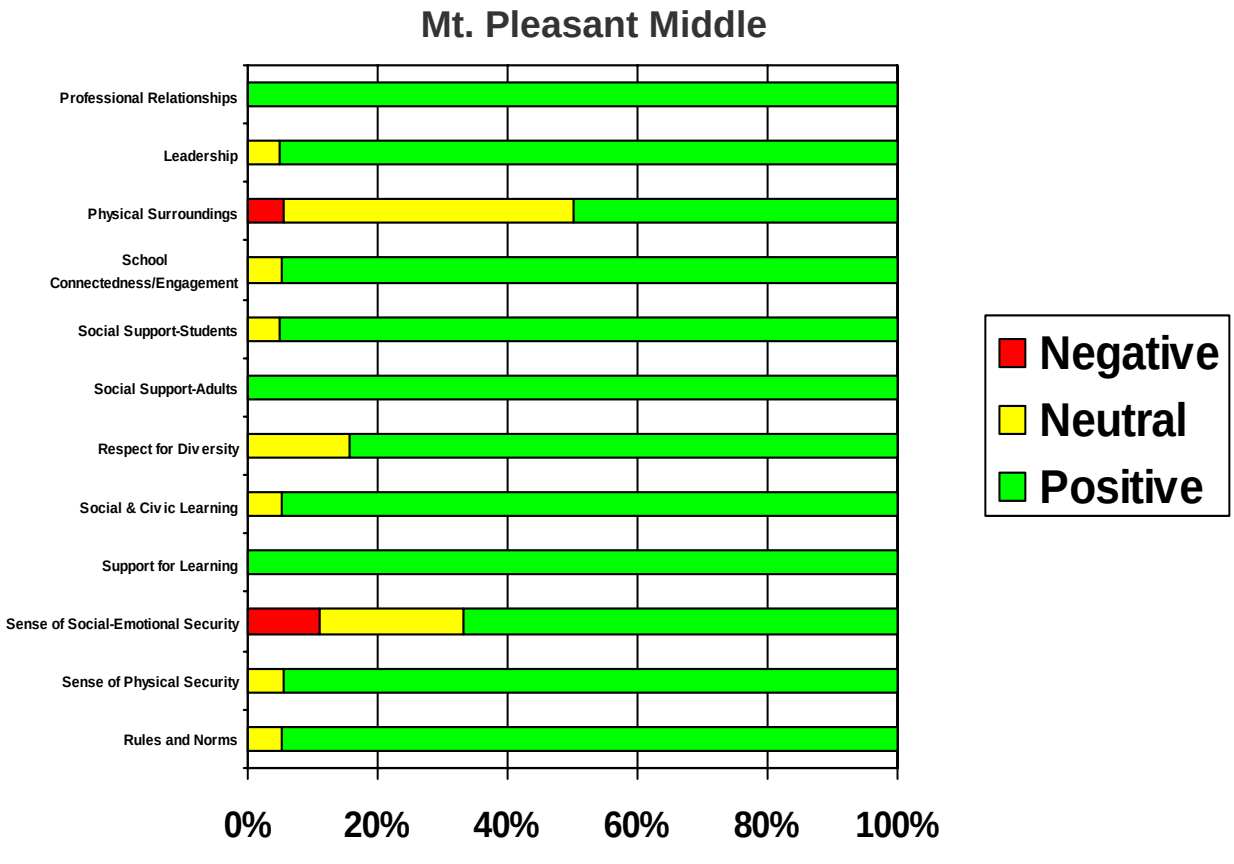
Note: Negative = <2.4; Neutral = 2.5 – 3.4; Positive = 3.5 - 5.0

Estill Middle

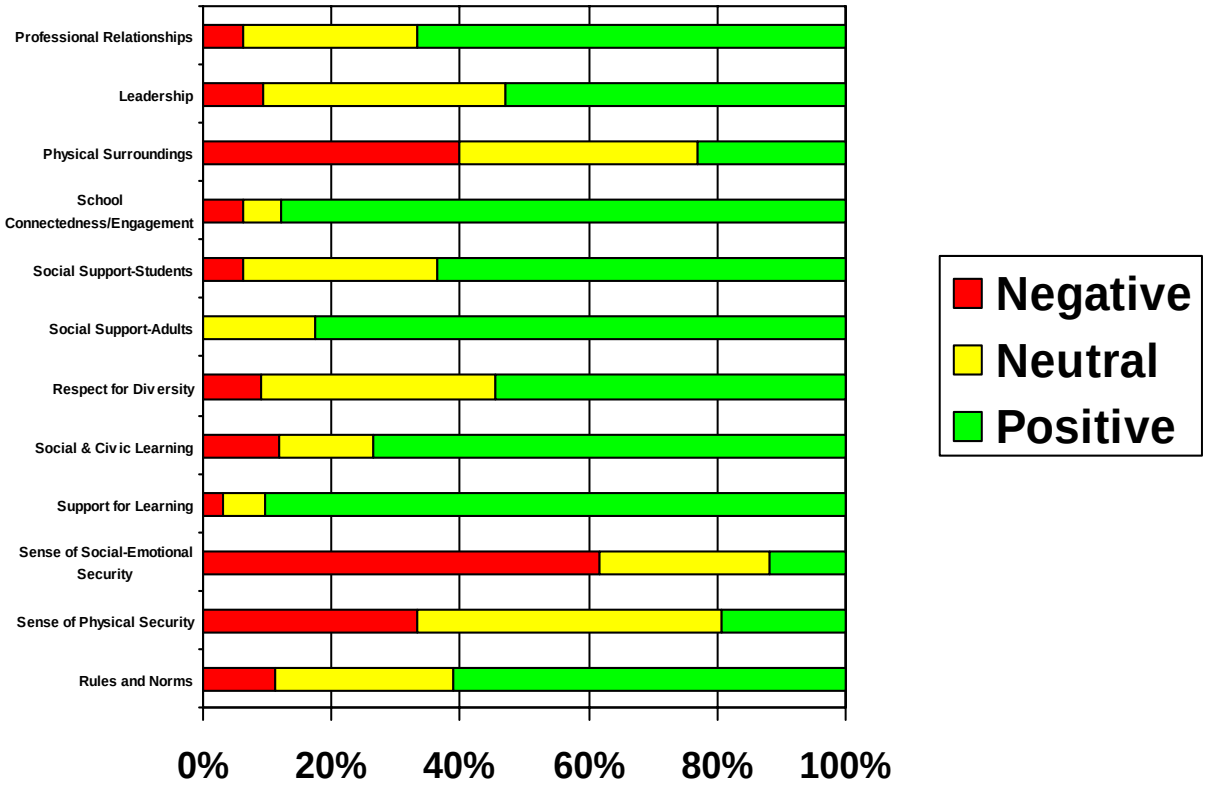




Note: Negative = <2.4; Neutral = 2.5 – 3.4; Positive = 3.5 - 5.0

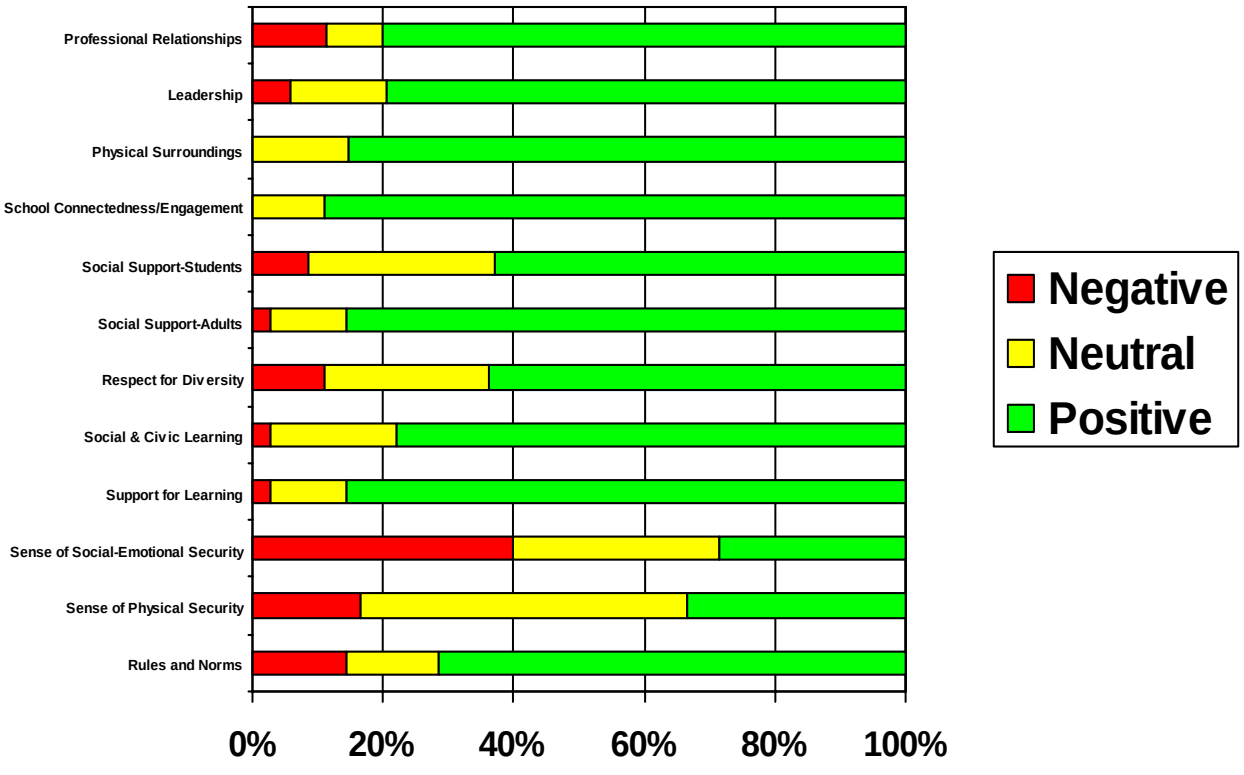


Alcorn Middle

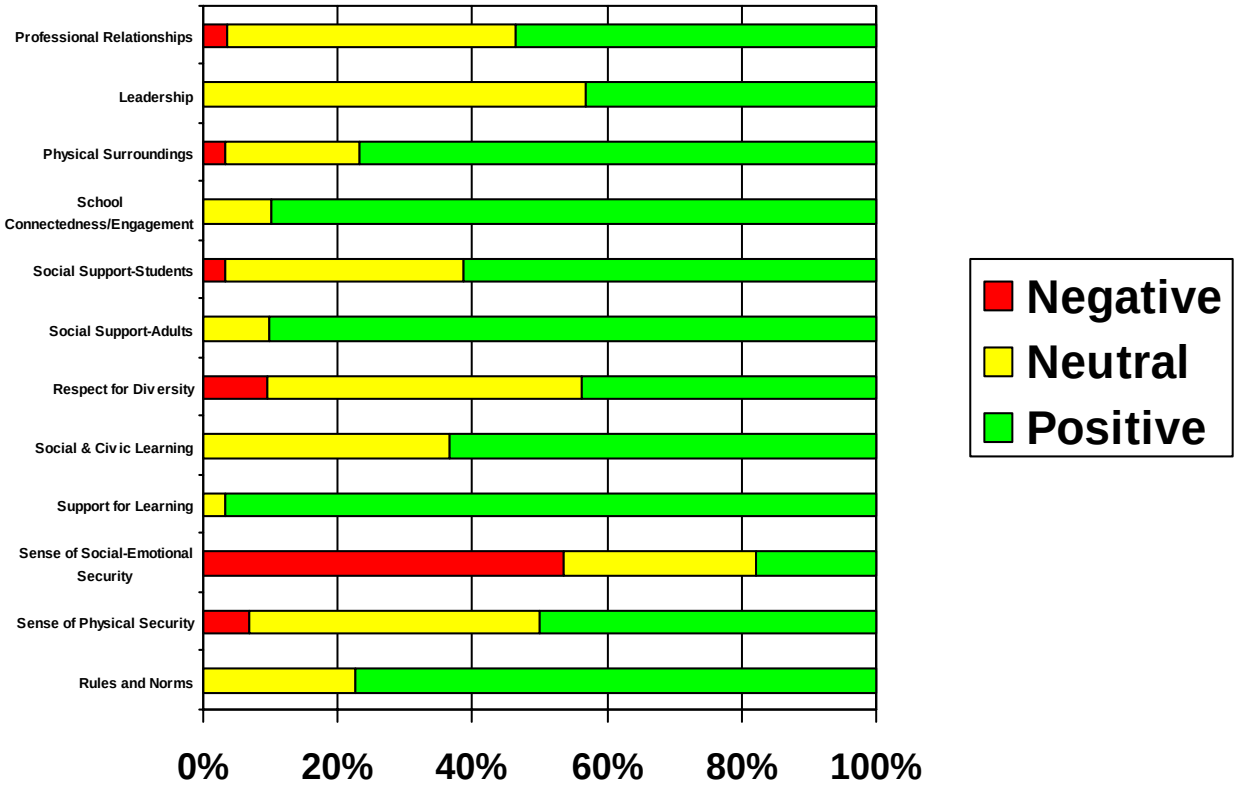


Note: Negative = <2.4; Neutral = 2.5 – 3.4; Positive = 3.5 - 5.0

Gibbes Middle

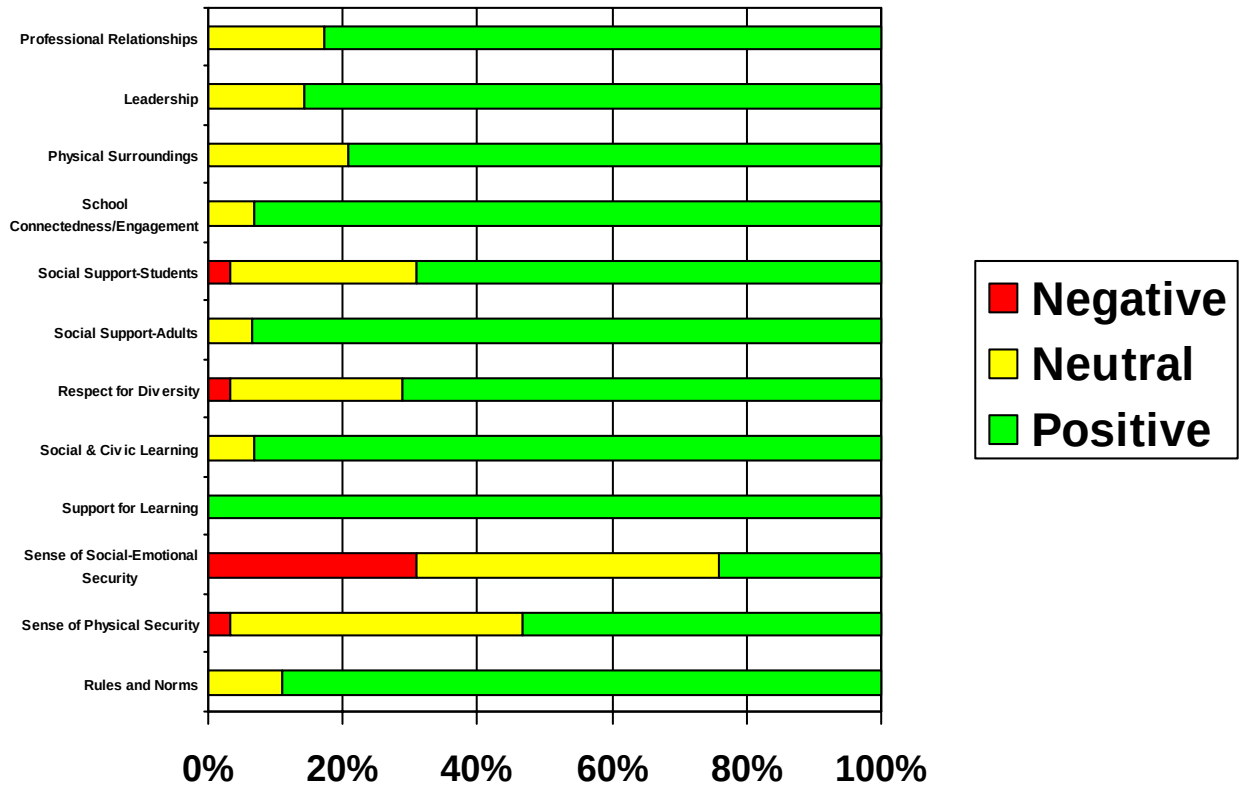


WA Perry Middle



Note: Negative = <2.4; Neutral = 2.5 – 3.4; Positive = 3.5 - 5.0

Whitlock Middle



Appendix 4D
Palmetto Priority High School Survey Respondents

Burke High	
Gender	
Female (35)	74.50%
Male (12)	25.50%
Ethnicity	
Asian or Pacific Islander (2)	4.30%
Black / African American (23)	48.90%
Latino /Latina / Hispanic (2)	4.30%
White / Caucasian (16)	34.00%
Not Listed (4)	8.50%
Position	
Teacher (40)	85.10%
Administrator (4)	8.50%
Other professional staff (3)	6.40%
Grade	
7 (2)	4.30%
9 (35)	74.50%
10 (4)	8.50%
11 (3)	6.40%
12 (1)	2.10%
Missing (2)	4.30%
Experience	
1ST year Teacher (7)	14.90%
2-5 years (9)	19.10%
6-10 years (3)	6.40%
11-20 years (11)	23.40%
20 + years (16)	34.00%
Years	
1ST year Teacher (10)	21.30%
2-5 years (19)	40.40%
6-10 years (8)	17.00%
11-20 years (6)	12.80%
20 + years (4)	8.50%

North Charleston High	
Gender	
Female (58)	65.90%
Male (26)	29.50%
Ethnicity	
American Indian (2)	2.30%
Asian or Pacific Islander (2)	2.30%
Black / African American (29)	33.00%
Latino /Latina / Hispanic (3)	3.40%
White / Caucasian (48)	54.50%
Missing (4)	4.50%
Position	
Teacher (57)	64.80%
Administrator (5)	5.70%
Other professional staff (10)	11.40%
Paraprofessional (10)	11.40%
Non-certified (4)	4.50%
Missing (2)	2.30%
Grade	
9 (67)	76.10%
10 (10)	11.40%
11 (3)	3.40%
12 (2)	2.30%
Missing (6)	6.80%
Experience	
1ST year Teacher (10)	11.60%
2-5 years (29)	33.00%
6-10 years (15)	17.00%
11-20 years (16)	18.20%
20 + years (16)	18.20%
Missing (2)	2.30%
Years	
1ST year Teacher (22)	25.00%
2-5 years (34)	38.60%
6-10 years (15)	17.00%
11-20 years (11)	12.50%
20 + years (4)	4.50%

RB Stall High	
Gender	
Female (57)	70.40%
Male (23)	28.40%
Ethnicity	
American Indian (1)	1.20%
Asian or Pacific Islander (2)	2.50%
Black / African American (27)	33.30%
White / Caucasian (46)	56.80%
Missing (3)	3.70%
Position	
Teacher (61)	75.30%
Administrator (4)	4.90%
Other professional staff (4)	4.90%
Paraprofessional (9)	11.10%
Non-certified (1)	1.20%
Missing (2)	2.50%
Grade	
9 (64)	79.00%
10 (10)	12.30%
11 (3)	3.70%
12 (1)	1.20%
Missing (3)	3.70%
Experience	
1ST year Teacher (13)	16.00%
2-5 years (24)	29.60%
6-10 years (12)	14.80%
11-20 years (15)	18.50%
20 + years (15)	18.50%
Missing (2)	2.50%
Years	
1ST year Teacher (19)	23.50%
2-5 years (33)	40.70%
6-10 years (13)	16.00%
11-20 years (6)	7.40%
20 + years (5)	6.20%
Missing (5)	6.20%

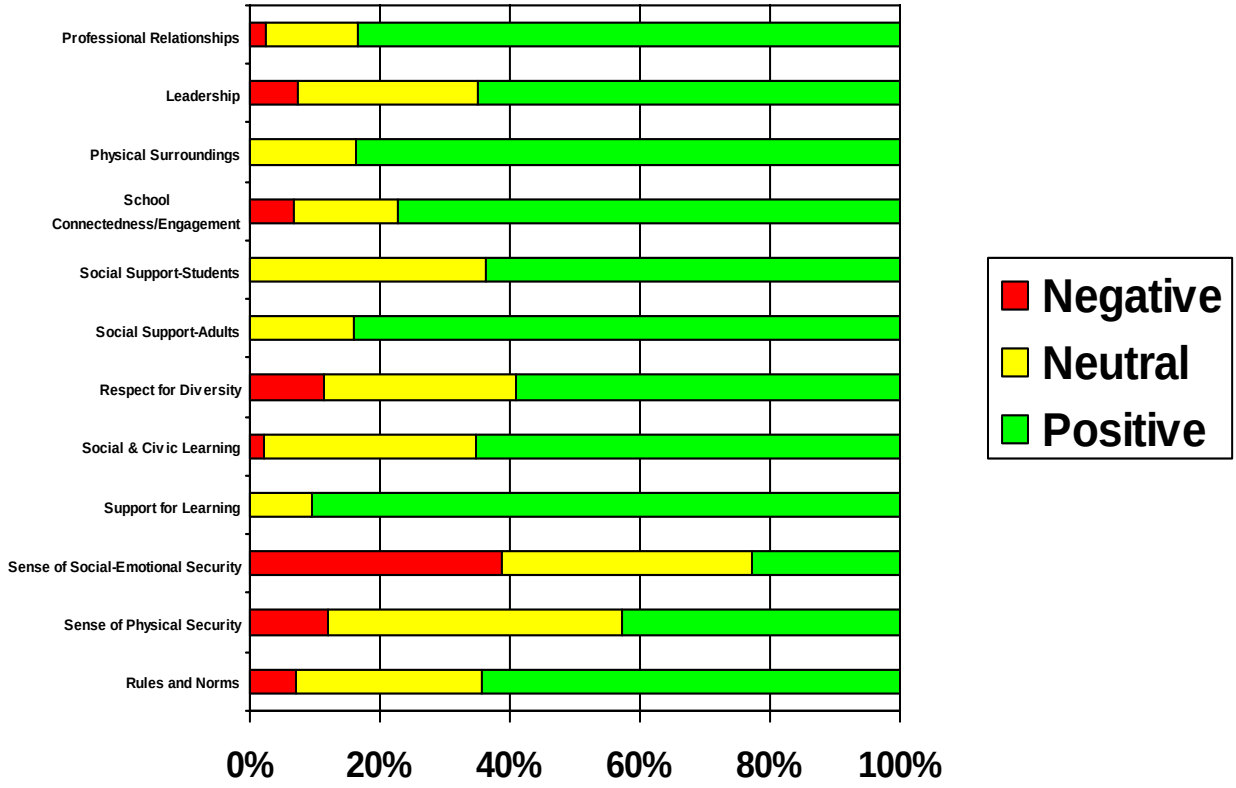
Estill High	
Gender	
Female (16)	45.70%
Male (19)	54.30%
Ethnicity	
Asian or Pacific Islander (5)	14.30%
Black / African American (22)	62.90%
Latino /Latina / Hispanic (1)	2.90%
White / Caucasian (6)	17.10%
Not Listed (1)	2.90%
Position	
Teacher (24)	68.60%
Administrator (2)	5.70%
Other professional staff (7)	20.00%
Paraprofessional (2)	5.70%
Grade	
9 (31)	88.60%
10 (4)	11.40%
Experience	
2-5 years (13)	37.10%
6-10 years (6)	17.10%
11-20 years (7)	20.00%
20 + years (9)	25.70%
Years	
1ST year Teacher (8)	22.90%
2-5 years (16)	45.70%
6-10 years (3)	8.60%
11-20 years (4)	11.40%
20 + years (3)	8.60%
Missing (1)	2.90%

Appendix 4D
Palmetto Priority High School Survey Respondents

CA Johnson		**Eau Claire High**	
Gender		**Gender**	
Female (27)	75.00%	Female (40)	65.60%
Male (9)	25.00%	Male (21)	34.40%
Ethnicity		**Ethnicity**	
American Indian (1)	2.80%	Asian or Pacific Islander (5)	0.082
Asian or Pacific Islander (1)	2.80%	Black / African American (40)	65.60%
Black / African American (28)	77.80%	Latino / Latina / Hispanic (2)	3.30%
Latino / Latina / Hispanic (1)	2.80%	White / Caucasian (13)	21.30%
White / Caucasian (4)	11.10%	Not Listed (1)	1.60%
Missing (1)	2.80%		
		Position	
Position		Teacher (53)	86.90%
Teacher (32)	88.90%	Administrator (1)	1.60%
Administrator (1)	2.80%	Other professional staff (6)	9.80%
Other professional staff (3)	8.30%	Non-certified (1)	1.60%
Grade		**Grade**	
6 (1)	2.80%	9 (47)	77.00%
9 (24)	66.70%	10 (6)	9.80%
10 (5)	13.90%	11 (3)	4.90%
11 (3)	8.30%	11 (3)	4.90%
Missing (3)	8.30%	Missing (2)	3.30%
Experience		**Experience**	
2-5 years (6)	16.70%	1ST year Teacher (3)	4.90%
6-10 years (10)	27.80%	2-5 years (14)	23.00%
11-20 years (9)	25.00%	6-10 years (16)	26.20%
20 + years (10)	27.80%	11-20 years (17)	0.279
Missing (1)	2.80%	20 + years (10)	16.40%
		Missing (1)	1.60%
Years			
1ST year Teacher (11)	30.60%	**Years**	
2-5 years (13)	36.10%	1ST year Teacher (8)	13.10%
6-10 years (6)	16.70%	2-5 years (30)	0.492
11-20 years (2)	5.60%	6-10 years (14)	23.00%
20 + years (2)	5.60%	11-20 years (6)	9.80%
Missing (2)	5.60%	20 + years (2)	3.30%
		Missing (1)	1.60%

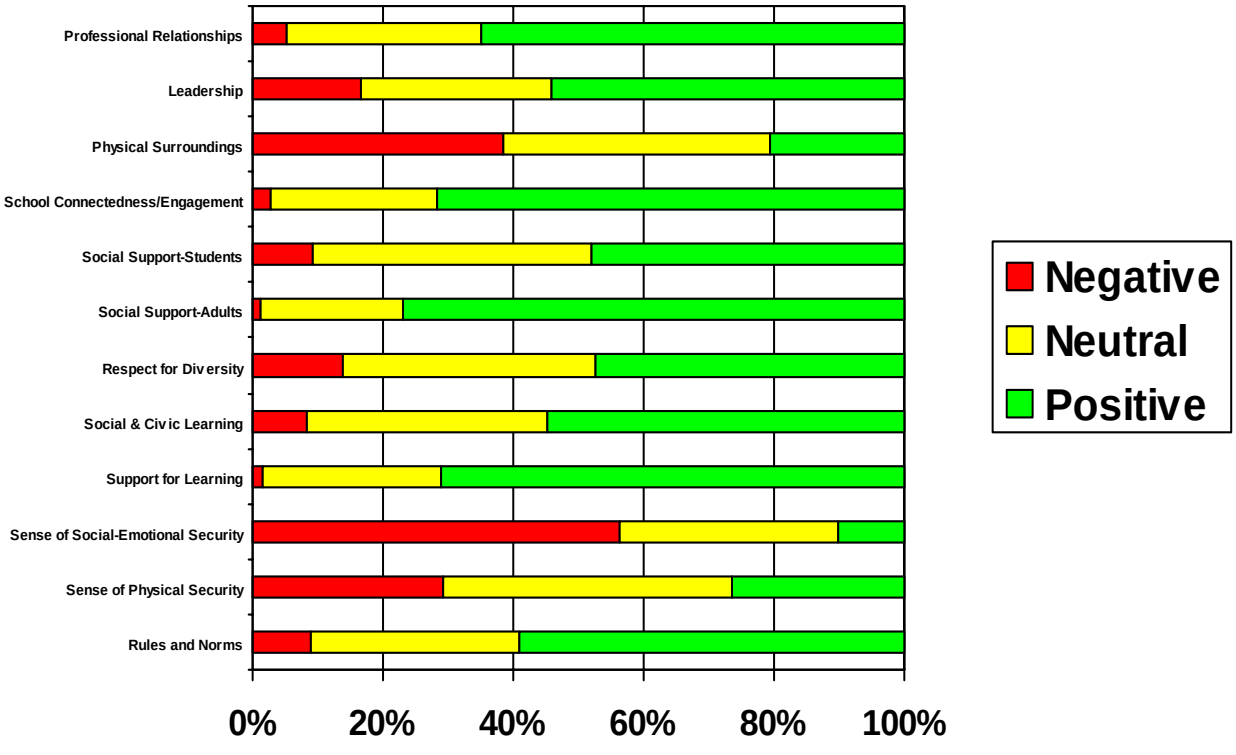
Appendix 4E

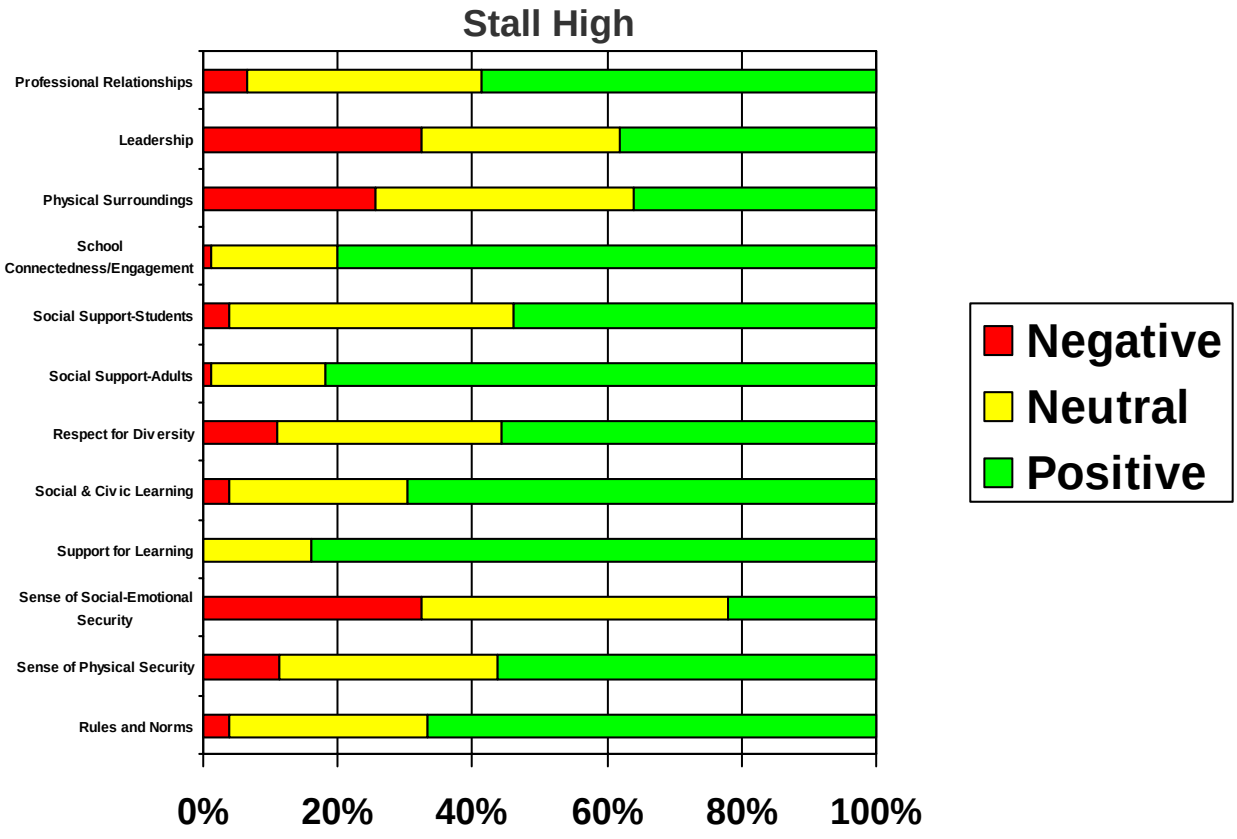
Burke High



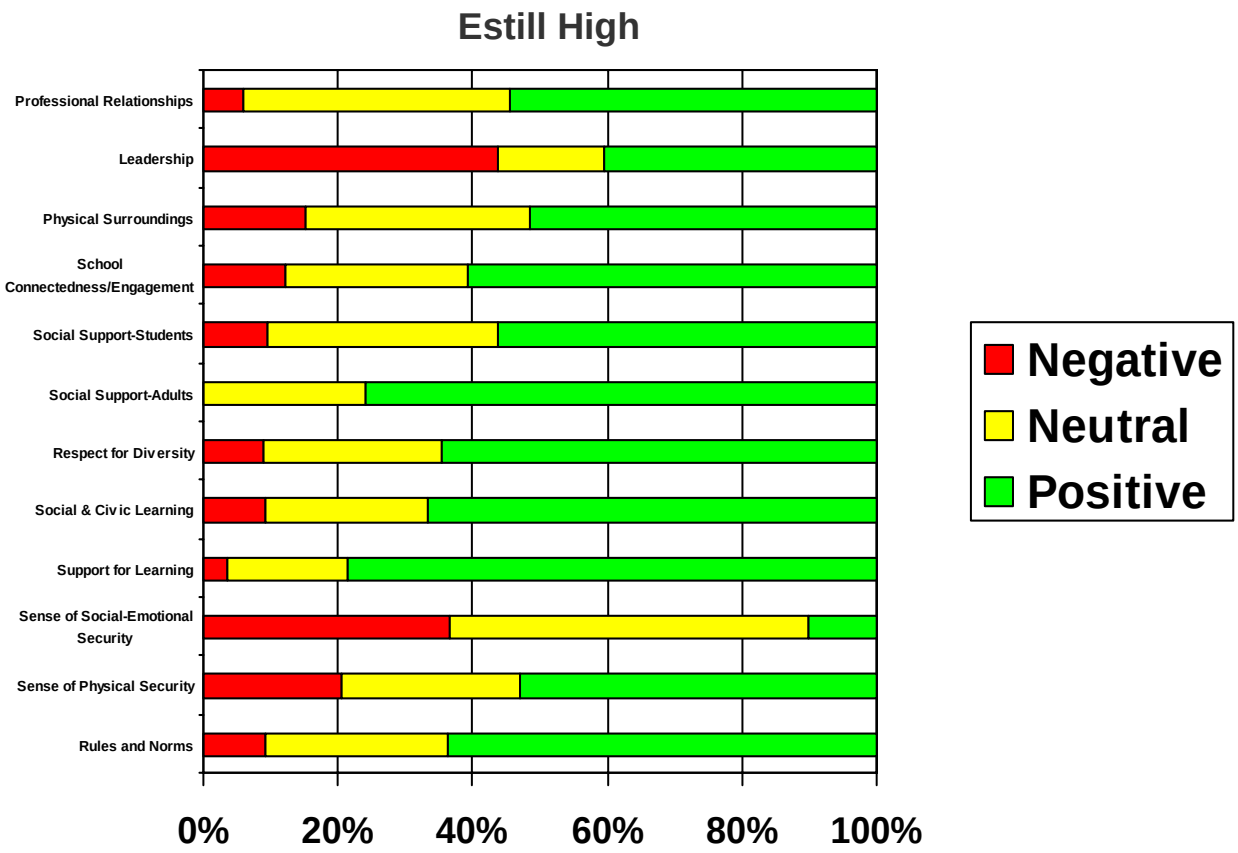
Note: Negative = <2.4; Neutral = 2.5 – 3.4; Positive = 3.5 - 5.0

North Charleston High

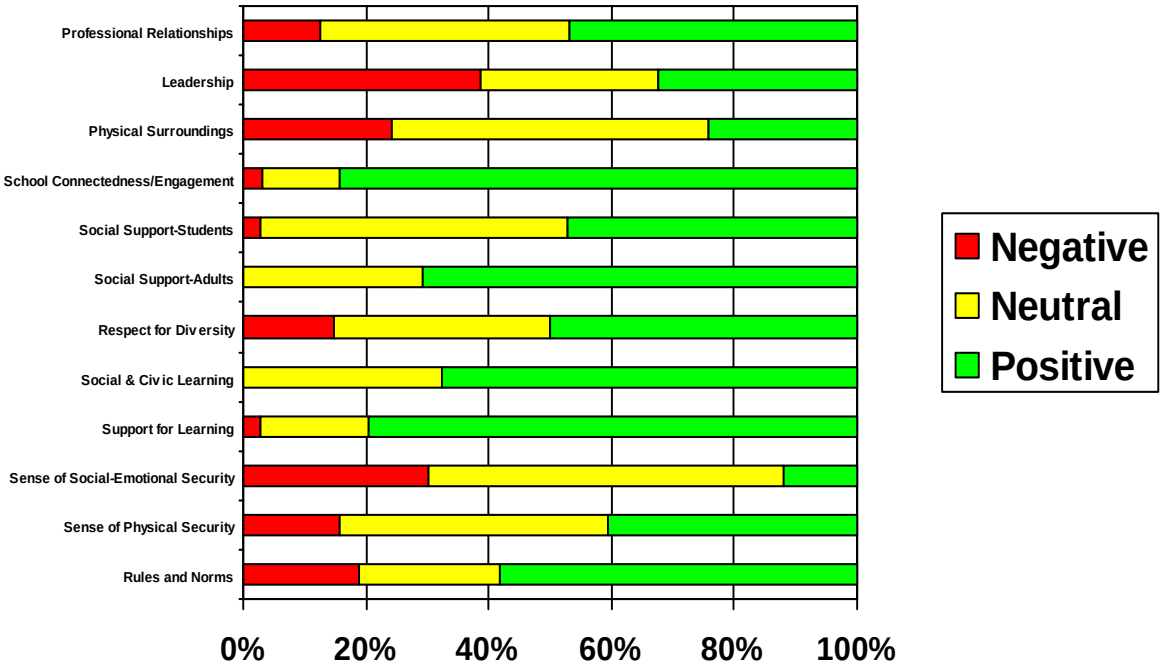




Note: Negative = <2.4; Neutral = 2.5 – 3.4; Positive = 3.5 - 5.0



CA Johnson High



Note: Negative = <2.4; Neutral = 2.5 – 3.4; Positive = 3.5 - 5.0

Eau Claire High